DOCUMENT RESUME

ED 479 675 EC 309 734

AUTHOR	Sindelar, Paul T.; Corbett, Nancy L.
TITLE	The Northeast Florida Educational Consortium/University of Florida (NEFEC/UF) Collaborative Teacher Education Program. Final Grant Performance Report.
INSTITUTION	Florida Univ., Gainesville.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2002-12-30
NOTE	33p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Disabilities; Inservice Education; *Paraprofessional School Personnel; Postsecondary Education; *Preservice Teacher Education; *Special Education Teachers; State Standards; *Teacher Certification
IDENTIFIERS	*University of Florida

ABSTRACT

This final report describes activities and achievements of a 3-year personnel preparation project of the University of Florida and the Northeast Florida Education Consortium. The project recruited, trained, and offered a bachelor's degree in special education to 12 paraprofessional teacher assistants. An additional 21 teachers without special education certification completed courses toward certification through the program. Participants received courses at no cost and received a stipend to supplement their income during the summer. The clinical component of the program was offered during the school year in the settings where the teacher assistants worked. A graduate satisfaction survey indicated that graduates felt confident in demonstrating Florida's Accomplished Practices. Consideration of the program's impact stresses the University of Florida's continuing commitment to offer courses toward certification for paraprofessionals. Dissemination activities including presentations and publications are listed. Attached is a copy of the University of Florida's College of Education quarterly publication featuring this project. (DB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 479 675

Final Grant Performance Report
The NEFEC/UF Collaborative Teacher Education Program
University of Florida

PR/Award No. H325H980037-99
Principal Investigator: Paul T. Sindelar
Project Director: Nancy L. Corbett
E-Mail: ncorbett@coe.ufl.edu
Phone: (352)392-0701 X287

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 309734

BEST COPY AVAILABLE

Executive Summary

In this three-year personnel preparation project, the University of Florida and the Northeast Florida Educational Consortium (NEFEC) collaborated to offer a bachelor's degree in special education to 30 paraprofessional teacher assistants in order to ease critical teacher shortages in north Florida. NEFEC is a regional, non-profit educational service delivery system established in 1976 by small and rural districts in Northeast Florida to provide cooperative services to schools and member districts. These districts are typically rural with limited resources and include Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam, and Union Counties.

UF and NEFEC personnel worked together to identify and recruit qualified teacher assistants for this project. Paraprofessionals who had earned A.A. degrees (or better) and were employed in programs for students with disabilities in NEFEC counties qualified for participation. Upon completion of the project, these paraprofessionals became eligible for certification to teach students with mild disabilities.

Recruitment for the project took place in Fall 1998; admission applications were reviewed and processed in Spring, 1999. Courses began in Summer, 1999 and were taught year-round by UF faculty. Courses were offered at no cost to participants. In addition, participants received a stipend to supplement their income during the summer when they attended classes full-time.

The junior and senior year of the UF special education curriculum was offered at a centrally located site in a NEFEC county. The clinical component of the program was offered during the school year, in the settings where the teacher assistants worked. The Project Director supervised the clinical component of the program.

Goals of the Project

The primary goal of the project was to increase the quantity and improve the quality of special education teachers in rural north Florida. The teacher assistants formed a cohort of prospective teachers who would increase the number and quality of special educators in rural north Florida. The recruitment goal was to admit 30 qualified paraprofessional teacher assistants to the project. Attrition from the project was expected to be minimal because the participants (a) were familiar with the nature of work with students with disabilities, (b) were highly motivated to step up from paraprofessional status, and (c) had no ready alternative routes for entering teaching.

Fifteen paraprofessionals representing seven counties in North Florida participated in the project. Demographic information on the paraprofessional participants enrolled in the project is provided in Table 1.

Table 1

Paraprofessional Program Participants

Student	Race	Gender	County of Employment
01	White	Female	Clay
02	White	Female	Lafayette
03	White	Female	Nassau
04	White	Female	Baker
05	White	Female	Clay
06	White	Female	Alachua
07	White	Female	Alachua
08	White	Female	Bradford
09	White	Female	Bradford
10	White	Female	Nassau
11	White	Female	Duval
12	White	Female	Nassau
13	African-American	Female	Bradford
14	White	Female	Nassau
15	White	Female	Lafayette

Modifications to the Project

Although we conducted two recruitment drives and admitted students to the project in June, 1999 and January, 2000, we did not meet our target enrollment goal of 30 paraprofessionals. We believe there are two interrelated reasons for this. First, teacher shortages exist in rural communities because the pool of qualified individuals is sparse. The irony of this project is that we had difficulty identifying a pool of paraprofessionals with the appropriate qualifications (i.e., an A.A. degree) to pursue a Bachelor's degree. Second, paraprofessionals receive very low wages and are asked to take on a variety of responsibilities. Most districts in our project paid paraprofessionals minimum wage. Individuals with A.A. degrees typically seek employment in higher paying positions with opportunities for advancement.

Many paraprofessionals working in rural schools involved in this project are high school graduates who have skills and abilities that make them attractive prospective teachers. However, they often lack the means and opportunities to enter college. In the future, we might consider a program that offers all courses required for the A.A. as well as the Bachelor's degree in Special Education. This program would also include preparation to meet college entrance requirements plus mentorship by college faculty and paraprofessionals who have "stepped-up" to professional status.

After concluding that we had exhausted paraprofessional recruitment possibilities, we considered alternatives that would fulfill the project goal of increasing the number of "qualified" special education teachers in North Florida. Following conversations with our project officer, we extended the opportunity for project participation to teachers currently working in NEFEC special education classes with out-of field certification. In Florida, teachers are considered out-of- field if they have a Bachelor's degree but do not have the appropriate certification to teach in

a particular field. Teachers who enrolled in courses in May 2000 had the opportunity to complete the necessary coursework and practica enabling them to apply for certification in Learning Disabilities and Emotional Handicaps. Courses were available to these teachers at no cost. In addition, teachers received a stipend of $250.00 per course to cover the cost of books and travel.

From Summer 2000 through the no-cost extension period ending in December, 2002, seventeen out-of-field, special education teachers participated in courses offered by this project. Demographic information plus the number of course credits completed by the participants is provided in Table 2. Because we advertised course offerings every semester, the out-of-field participants enrolled at various times during this period depending upon their certification needs and personal availability. Courses continued to be offered in the evenings, on weekends, and in the summer to be more accessible to teachers.

Table 2.

Out-of Field Teacher Participants

Student	Race	Gender	Course Credits	County of Employment
16	White	Female	10	Clay
17	African-American	Male	03	Putnam
18	White	Female	03	Putnam
19	White	Male	10	Putnam
20	White	Female	06	Putnam
21	White	Female	06	Putnam
22	White	Female	09	Putnam
23	White	Female	12	Putnam
24	White	Male	03	Columbia
25	White	Male	12	Duval
26	White	Female	06	Putnam
27	White	Female	03	Putnam
28	White	Female	06	Putnam
29	White	Female	06	Putnam
30	African -American	Female	06	Putnam
31	White	Female	03	Putnam
32	White	Female	10	Clay
33	African-American	Female	07	Hamilton

In summary, 33 individuals enrolled in courses offered through the UF/NEFEC Collaborative Teacher Program. Out-of-field teachers completed courses toward certification in special education. Paraprofessionals who completed the program received their Bachelor's degree in August 2001. Of the fifteen paraprofessional participants, twelve graduated. Attrition was relatively low; three individuals left the program for personal reasons.

Program Evaluation

The twelve students who graduated from the program are now teachers in the districts where they worked as paraprofessionals. In fact, nine of the graduates are teaching in the schools where they worked as paraprofessionals. Two of the students who left the program before graduation are still working as paraprofessionals and the third is working as an out-of-field teacher in a NEFEC school district. The school district that hired the program graduates plus the level at which they teach is summarized in Table 3.

Table 3

Program Graduate Hirings

Student	County of Employment	Teaching Level
01	Clay	Middle
02	Lafayette	High
03	Nassau	Elementary
05	Clay	Middle
06	Alachua	Middle
07	Alachua	Elementary
08	Bradford	Elementary
09	Bradford	Middle
10	Nassau	Elementary
11	Duval	Elementary
12	Bradford	Middle

Although we did not produce the number of teachers targeted, we did fulfill our goal of reducing critical shortages of special education teachers in the NEFEC school districts. Furthermore, one of our outcome evaluation measures, the *Graduate Satisfaction Survey* summarized in Table 4 provides evidence that our graduates feel confident they are prepared to demonstrate Florida's Accomplished Practices and further develop professional competencies.

Table 4
Graduate Satisfaction Survey

Question	Range of Scores	Mean Score	St. Deviation
How confident are you that you can demonstrate Florida's Educator Accomplished Practices? 1 = Not at all confident 5 = Very confident			
1. Use assessment strategies (traditional and alternate)to assist the continuous development of the learner	3 – 5	3.75	.59512
2. Use effective techniques with students and all other stakeholders.	3 - 5	4	.57735
3. Engages in continuous professional quality improvement for self and school.	4 – 5	4.42	.49793
4. Use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.	3– 5	3.41	.49301
5. Use teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.	4 – 5	4.25	.43301
6. Adheres to the Code of Ethics and Principles of Professional Conduct of the *Education Profession in Florida.*	4 - 5	4.58	.49301
7. Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.	4 - 5	4.66	.4714
8. Demonstrates knowledge and understanding of the subject matter.	3 - 5	4.08	.6401
9. Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.	4 - 5	4.66	.4714
10. Plans, implements and evaluates effective instruction in a variety of learning environments.	3 - 5	4.25	.6872
11. Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.	4 - 5	4.41	.49301
12. Use appropriate technology in teaching and learning process.	3 - 5	3.58	.49301

How confident are you that you can develop the following professional competencies? **1 = not at all confident** **5 = very confident**			
1. Write and speak in a logical style with appropriate grammar and sentence structure?	4 - 5	4.58	.49301
2. Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance?	4 - 5	4.33	.4714
3. Use and integrate appropriate technology in teaching and learning processes?	3 - 5	3.6	.62361
4. Demonstrate knowledge and understanding of the Sunshine State Standards?	3 - 4	3.66	.4714
5. Demonstrate knowledge and understanding of ESOL students and their needs?	2 - 4	3.08	.76923

Program Impact

In this section, we briefly describe the impact of the project by discussing efforts to institutionalize the project and dissemination activities.

The University of Florida offers a five-year teacher education program culminating in a Master's Degree in Education, therefore institutionalization of the Bachelor's degree program we offered is not possible. However, the paraprofessional to professional model of alternative certification is proving to be successful, so the Comprehensive System of Personnel Development (CSPD) project in the Special Education Department at UF is offering courses toward certification to paraprofessionals. In doing so, our institution is continuing the effort to reduce critical teacher shortages.

In addition, descriptions and results of the project have been disseminated at national conferences and through publications. In Fall 2002, the project director was invited to speak on the impact of alternative certification programs at the Council of Learning Disabilities national conference in Denver, CO. In order to examine the instructional practices of alternative program graduates, the project director and a project instructor examined the language arts instruction of four graduates in a qualitative study conducted during their first year of teaching. A manuscript

of this study is nearing completion. Dissemination activities including conference presentations and articles about the project are listed below.

Presentations

Carpenter, S. & Corbett, N.L. (Fall, 2002). *Preparing paraprofessionals to become qualified special educators.* Invited presentation at the annual meeting of the Council of Learning Disabilities. Denver, CO.

Corbett, N.L. & Sindelar, P.T. (2001, April) *The perspectives and practices of paraprofessionals in a special education teacher preparation program.* Paper presented at the annual meeting of the Council for Exceptional Children. Kansas City, MO

Corbett, N.L.; Sindelar, P. T. (2001, November). *Paraprofessional to professional: The NEFEC/UF Collaborative Teacher Education Program.* Paper presented at the Twentieth Fourth Annual meeting of the Teacher Education Division (CEC). Tampa, FL

Corbett, N.L. & Sindelar, P.T. (1999, November). *Project CAP: Examining the entering beliefs of paraprofessionals participating in a special education teacher preparation program.* Paper presented at the Twenty Second Annual Meeting of the Teacher Education Division (CEC), Palm Springs, CA.

Publications

Corbett, N. L., & Sindelar, P.T. (2000). The NEFEC/UF collaborative teacher education program. *Education Times, 5,2;* 3-5.

Nowak, R. & Corbett, N.L. *"Today was a good day!": Contextual influences on language arts instruction provided by novice special education teachers who are graduates of an alternative certification program for paraprofessionals* Manuscript in preparation.

UNIVERSITY OF FLORIDA

EDUCATION*TIMES*

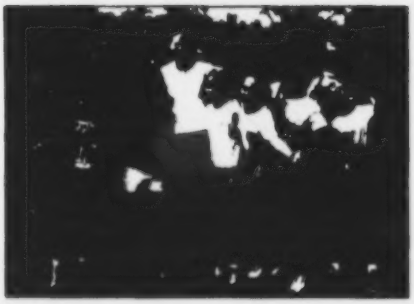
Volume 5, No. 2

COLLEGE OF EDUCATION

THE NEFEC/UF
COLLABORATIVE TEACHER EDUCATION PROGRAM

Fall, 2000

BEST COPY AVAILABLE



***Cover Photo** – Tracy Congdon, elementary PROTEACH intern with students from Lawson Brown's 4th grade class at P. K. Yonge.*

CONTENTS

DEAN'S COLUMN 2
Ben F. Nelms

THE NEFEC/UF COLLABORATIVE TEACHER EDUCATION PROGRAM 3

TEACHER OF THE YEAR 6

COLLABORATION STRENGTHENS PROGRAMS 7

NEW ADMINISTRATIVE TEAM LEADS COLLEGE OF EDUCATION 8

ALUMNI BOARD NEWS 8

CRITICAL ISSUES IN EDUCATION CONFERENCE 8

FACULTY NEWS 12

IN MEMORIAM 13

EDUGATOR NEWS 16

PROFESSORS IN RESIDENCE: RENEWING THE CONNECTIONS 18

EDUCATION*TIMES*

College of Education

EDUCATIONTIMES
is published semi-annually by the College of Education, University of Florida

Interim Dean	*Ben F. Nelms*
Editor	*Deena C. McKinney*
Consulting Editor	*Theresa B. Vernetson*
Contributors	*Mary Architzel*
	Wes Corbett
	Fran Vandiver
Layout/Design	*UF News & Public Affairs*

EDUCATION*TIMES*
College of Education
148 Norman Hall
University of Florida
Gainesville, FL 32611-7044

DEAN'S MESSAGE

As a College of Education in a land-grant university, we take seriously our mission to provide meaningful service to children and teachers in the schools of Florida. During the past year and a half, with the encouragement of the Provost and the active participation of our faculty, we have redoubled our outreach efforts. Let me give you some snapshots of the kinds of activites in which we are engaged.

◆ ***Bright Futures** is a ten-year partnership with the Gainesville Housing Authority and the Alachua County Public Schools. It has provided mentors for more than 2,200 children, ages 4-14, in local housing communities. Furthermore, it offers education majors a chance to work with children and families whose cultures are different from their own and has provided research topics for doctoral students and faculty. Professor Elizabeth Bondy has directed this program since its inception.*

◆ *The work of Professors Nancy Corbett and Paul Sindelar with the **Northeast Florida Educational Consortium's UF Collaborative Teacher Education Program** is featured as the lead article in this edition of **Education Times**. This program trains paraprofessionals to become certified special education teachers, fulfilling a vital and critical need in today's public schools.*

◆ During 1999-2000 fall, spring, and summer sessions, 82 UF work-study students were trained and employed under the auspices of **America Reads** to spend four to twelve hours per week tutoring children in basic reading. Over 500 children at 26 sites, including schools, community centers, hospital and Headstart programs, have participated in **America Reads**. This program is now housed in the Department of Educational Psychology and is the subject of continuing research under the direction of Professor David Miller. Beginning in January, it will be funded for the next two years with a $173,331 grant from the Jessie Ball duPont Foundation.

◆ *As noted in this issue of **EducationTimes**, Professor Ellen Amatea, of the Department of Counselor Education, has worked closely with teachers, parents and students in the **SAIL** (Summer Adventures in Literacy) program at P. K. Yonge. Her involvement with the guidance staff in their weekly meetings has brought focus and an "outside" perspective to the daily work of school.*

◆ Under the leadership of Professor Linda Lamme, **Project Booktalk** serves some 75 licensed day care homes with up to five children in each home. Each Proteach student enrolled in a children's literature class (about 225 students a year) provides ten hours of service a week. Besides reading with children and talking about good books, they leave bags of books from the public library each week so that each home has access to books during the week.

◆ ***Professors-in-Residence** work for the equivalent of one full day a week at five elementary schools to bridge the gap between the university and the school community. In this issue of **EducationTimes**, our Professors-in-Residence are featured. Their work has greatly influenced student academic achievement.*

◆ **Project SITE** (Site-based Implementation of Teacher Education), directed by Professor Lee Mullally, is a program in which men and women earn their master's degrees and initial teaching credentials while spending each weekday for a school year working in a local elementary school. Twelve interns are now at Chiles Elementary School and six are at Williams Elementary School.

◆ As my predecessor reported to you in this column last spring, the College of Education is taking the lead in UF's **Opportunity Alliance** program. Working in partnership with teachers and administrators at Raines and Ribault High Schools in Duval County and Miami Senior High in Miami-Dade County, our faculty are exploring ways to improve student performance and to encourage capable students to pursue higher education. Thirty-four teachers from these three schools joined 19 of their university colleagues July 30 through August 1, 2000 in a Leadership Institute to define goals and plan collaborative strategies. The group is focusing on the improvement on reading, writing, and math skills; implementing educational technology; and developing readiness for college.

The mission statement of the College of Education commits us to "collaborate with others to solve critical educational and human problems in a diverse global community." As Professor Bondy has said, "The problems facing children and schools are staggering, and the consequences of leaving them unsolved represent an unforgivable loss of human potential as well as mounting costs of future remediation." Where challenges are great, opportunities are greater. The College of Education welcomes both the challenges and the opportunities.

Interim Dean Ben F. Nelms

Mission Statement

The mission of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

THE NEFEC/UF

Collaborative Teacher Education Program

BY NANCY L. CORBETT & PAUL T. SINDELAR

The Individuals with Disabilities Education Act (IDEA) promises to provide every student with a disability a free, appropriate public education. Inherent in this promise is the right of every student to work with fully qualified professionals. The shortage of fully qualified special education teachers is severe. In 1996, nearly 10% of the teaching force - 29,000 special education teachers - were needed to fill vacancies and replace less than fully certified teachers (Boe, Cook, Bobbit, & Terhanian, 1998). Although traditional pre-service teacher education programs fill the demand for a portion of qualified teachers, the supply of special education teachers from traditional preparation programs is less than one quarter of the need (Boe, Cook, Kaufman, & Danielson, 1996). As a result, school districts often have no alternative other than to hire less than fully certified teachers for their Exceptional Student Education programs.

NANCY CORBETT *PAUL SINDELAR*

To fill the unmet need for fully prepared special education teachers, state departments of education, local school districts, and colleges of education have developed alternate routes to certification. Many alternate route programs target subgroups of potential teachers, including general education teachers, content experts, and paraprofessionals to supplement the supply of qualified special education teachers. Proponents of these programs argue that such subgroups possess the dispositions and foundational skills to become proficient teachers.

In January, 1999, the Department of Special Education at the University of Florida, in collaboration with the Northeast Florida Educational Consortium (NEFEC), was awarded a three-year grant by the Office of Special Education Programs of the U.S. Department of Education to provide a collaborative alternative personnel preparation program. NEFEC is a regional, non-profit educational service delivery system established in 1976 by small and rural districts in Northeast Florida to provide cooperative services to schools and member districts. The districts that make up the consortium (Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam, and Union counties) are rural and have limited resources. They often have difficulty recruiting and retaining qualified teachers. The goal of the NEFEC/UF Collaborative Teacher Education Program is to increase the quantity and improve the quality of teachers of students with mild disabilities in NEFEC. The objective of the project is to recruit paraprofessionals with A.A. degrees employed by NEFEC in programs for students with disabilities to earn a degree in special education.

Recruitment and retention of qualified special education teachers is a perennial problem for many rural school districts. Turnover is often high, and the availability of appropriately prepared personnel is correspondingly low. Traditional teacher education programs often fail to prepare future special educators for the realities of living and teaching in rural areas. Cultural and geographical isolation abounds, and support services are often lacking (Adelman, 1986, Helge, 1983; Helge & Marrs, 1982; Storey, 1993; Theobald, 1991). School districts in NEFEC are experiencing similar dilemmas. In some counties, up to 20% of mild disabilities positions were filled by "out-of-field" teachers (Critical Teacher Shortages, 1996), and it does not appear that this condition is likely to change.

The advantages of recruiting paraprofessionals for this project are many. The participants currently reside and are most likely to remain in these rural communities. In addition, they currently work as teacher assistants with students with disabilities and have authentic experiences working in rural special education settings. One principal described the paraprofessional-to-

professional program as a way to "grow our own" teachers. "Paraprofessionals are aware of the school culture and instructional practices. If we can help them get through a program, we can hire them."

The concept for this program is similar to a project that UF conducted a decade ago in collaboration with Volusia County. In that project, 18 paraprofessionals graduated and were employed as special education teachers. The design for this project is the same: the University of Florida offers the junior and senior year of the special education curriculum in a NEFEC district, in collaboration with NEFEC schools. Students complete 61 hours of UF's three-year teacher education curriculum, attending classes taught by University of Florida faculty and district adjunct faculty for three intensive summer sessions and two school years. During both school years, participants complete two semesters of practica in the classrooms where they work receiving supervision from the project director. Graduates earn a Bachelor's degree in special education and can be employed by the districts. With two years of successful teaching, graduates become eligible for special education certification upon recommendation of the employing district. Courses are offered at no cost to the participants, and they receive a stipend in summers to offset the loss of income due to full-time school attendance.

> *Most important of all, the paraprofessionals had a strong desire to "make a difference" in the lives of children with disabilities.*

Recruitment for the NEFEC/UF Collaborative Teacher Education Program (also known as the Career Advancement Project or CAP) took place during spring semester, 1999. Flyers and letters advertising the project were sent to key stakeholders throughout north Florida and recruitment meetings were held for potential participants. The commitment to participate in this project is immense. Students must meet UF's rather stringent admission requirements, continue their jobs as paraprofessionals, and engage in coursework for three years. In April, 1999, 10 paraprofessionals qualified for admission to UF and the project. This cohort of paraprofessionals began taking courses in May, 1999. A second cohort of five students entered the program in January, 2000. These students must take additional courses during fall and spring semesters to enable them to complete the program on time.

Paraprofessionals in Project CAP represent seven counties in north Florida: Alachua, Bradford, Baker, Clay, Duval, Lafayette, and Nassau. All of the participants are female. One is African American; all others are white. The students range in age from 23 - 54. Most are married with families, although two students are single. The demands on these women are great. They work full time, raise families, participate in their communities, and attend classes year-round for three years. Classes are held in Starke, Florida, a two and one-half hour round-trip commute for some. The students' reasons for entering this program are similar. All intended to complete their undergraduate education, but work, marriage, and families forced them to put plans on hold. Project CAP provided these women the opportunity to continue their education and achieve professional goals some have held since childhood:

"I've always wanted to be a teacher. I couldn't afford [to go to college] right after high school because I was raising my brother. As a paraprofessional, I taught reading to at-risk kids and I loved it. I always said, 'Someday, I'll be a teacher.' Now I have the opportunity."

"Ever since I was little, I wanted to become a teacher. One of my favorite pastimes was playing school. I'd pretend to teach lessons my teacher had taught. I refocused on teaching when my kids were in school. I started volunteering and then became a paraprofessional."

The transition from paraprofessional to professional is logical. Paraprofessionals know the school and classroom routines, and are familiar with the curriculum; most teach small groups of students following the teacher's lesson plans. Project CAP participants have worked as paraprofessionals for an average of five years and are eager to make the transition. Several express a desire to step-up from a paraprofessional to professional role to have greater influence in the classroom and take on more instructional responsibility:

"As a paraprofessional, you don't always have that much input. I'd like to teach more social/personal [skills] and help kids understand that one person is good at something and maybe not at another."

Paraprofessionals participate in group projects.

"There's a different relationship between teacher and student and paraprofessional and student. I'd like to take the lead. Instead of wiping down tables and getting ready for the next activity, I'd like to teach students what they need to know."

"With more education I have more opportunities to help kids set goals and work with them over the long

term. I'm not in this program just to get a diploma and make more money. I will be able to make a difference in a child's life."

Teachers and principals working with project participants believe as we do that CAP students have real potential to become qualified professionals: "[She's] able to handle spur of the moment decisions, she's self-motivated and committed. She's developing her own math activities. She'll be an outstanding teacher. I can't imagine her not being offered a position at our school."

"She plans with the other teachers, knows effective practices and uses the school's curriculum. She makes instructional decisions."

"They possess patience and understanding of the children they work with. They know the kids; they know interventions. The only thing they need is more confidence in their ability to be the teacher."

Because of the paraprofessionals' extensive classroom experience, instructors realized the need to adapt coursework. The students had valuable knowledge about school procedures and curriculum, and seemed comfortable within the classroom milieu. Perhaps most important of all, they had a strong desire to "make a difference" in the lives of children with disabilities. They needed more experience with instructional planning and decision making and expressed concern about being responsible for whole-group classroom management. They also worried about juggling the demands of student assessment, instruction, and ESE paperwork requirements. So the instructors considered the students' strengths and needs in planning courses; they were also faced with the unusual challenge of teaching off-campus.

To accommodate the summer schedule, instructors repackaged courses for two-week summer institutes, lasting six to seven hours a day. We took advantage of the paraprofessionals' full-time status in the classroom in fall and spring and designed projects that included observation, assessment, instruction, and monitoring progress of their own students. We also capitalized on our collaboration with NEFEC's Florida Diagnostic Learning Resource Services (FDLRS) to offer workshops in areas including Behavior Management, IEP and Matrix training, and Crisis Prevention Intervention. Guest speakers from NEFEC including classroom teachers, a school psychologist, an ESE director, and a Child Find specialist, provided us a local perspective and assisted us in bridging the gap between research and practice.

As the students progressed through the program, they formed close bonds of support and friendship. They've carpooled to class, met on weekends to complete projects and to study for tests, attended workshops, celebrated birthdays, shared their families' successes, and supported each other through personal problems and maintained a positive attitude throughout. As one student stated, "The first time I walked into this class I had no idea how close we'd become."

Preservice teachers make classroom presentations.

Teachers and administrators working with students in the project have been highly supportive. Administrators have commented:

"It's a win-win situation for the kids and the school. What better way to find teachers than with paraprofessionals. They have maturity and an understanding of the kids. The classroom they work in is their proving ground. This is a great program."

"With the shortage of certified ESE teachers continuing to be a major concern for special education programs throughout the state, the NEFEC/UF paraprofessional program has been a light at the end of the tunnel. Project CAP helps districts secure certified ESE teachers. I can only hope that this type of program will be able to be replicated in other parts of the state."

> *It's a win-win situation for the kids and the school. What better way to find teachers than with paraprofessionals?*

At present, the students have taken half of their required coursework and anticipate completing the program in August, 2001. They see the "light at the end of the tunnel" when their sacrifices and hard work will pay off in the achievement of goals some have long deferred. They have developed a network of colleagues that spans north Florida and formed enduring friendships. The participants in this alternate route program to teacher certification are also on their way to fulfilling the promise of IDEA- a promise that assures the right of all students with disabilities to be taught by a professional appropriately prepared to meet their needs.

References

Adelman, H. S. (1986). Staffing the field for the future. Journal of Learning Disabilities, 19, 477-479.

Boe, E. E., Cook, L. H., Bobbitt, S. A. & Terhanian, G. (1998). The shortage of fully certified teachers in special and general education. Teacher Education and Special Education, 21(1), 1-17.

Boe, E. E., Cook, L. H., Kaufman, M. J., & Danielson, L. C. (1996). Special and general education teachers in public schools: Sources of supply in National Perspective. Teacher Education and Special Education,19(1). 1-16. Bureau of Student Services and Exceptional Education. (1996). Personnel 1994-95. Tallahassee, FL. Florida Department of Education.

Helge, D. I. (1983). Images: Issues and trends in rural special education. Bellingham, WA. Western Washington University.

Helge, D. I., & Marrs, L. W. (1982). Personnel recruitment and retention in rural America: A growing problem. The Pointer,26(2), 28-33.

Storey, V. J., (1993). Factors, issues, and problems in the recruitment and retention of teachers for rural schools. Journal of Research in Rural Education, 9(3), 160-169.

Theobald, N. D. (1991). A persistent challenge: Staffing special education programs in rural schools. Journal of Research in Rural Education, 7(3), 39-50.

Marchman Named Teacher of the Year

P. K. Yonge's 2000 Teacher of the Year is Brian K. Marchman. Selected for this honor by fellow members of the school faculty, he represented the school May 17th-19th at the 13th Annual Burdines Florida Teacher of the Year Roundtable and Award Ceremony. A member of a family of longtime educators, Marchman serves as a teacher because he believes educators have the greatest opportunity to foster social justice and social change.

Marchman teaches 9th grade Civics. He joined the P. K. Yonge faculty in the Fall of 1997 after teaching for three years at Gulf High School in New Port Richey where he was selected the District School Board of Pasco County's Rookie Teacher of the Year.

Marchman's students have participated in the United States Youth Senate Program, the Florida Legislature's "Close-Up" Program, the Florida Mock Election, Great Florida Clean-Up, Alachua County Legislative Day, and have presented their class projects to local elected officials. He is especially proud of the work he has done with P. K. Yonge's ACTIONN! (Active Citizens Taking Initiative on Nature's Needs) project, as well as the Big Wave/Little Wave program. A group of ACTIONN! students was nominated for a Keep Alachua County Beautiful "Topping Off the Millennium" Award for their work surrounding the environmental quality of Tumblin' Creek on the P. K. Yonge campus.

Brian Marchman, P. K. Yonge Teacher of the Year.

A member of the School Advisory, High School Restructuring, Code of Conduct, and School Improvement Committees, Marchman has worked to improve the quality of teaching and learning at P. K. Yonge. In addition, "Coach" Marchman is also a member of the Blue Wave Boys Basketball coaching staff.

Marchman has delivered presentations at state, national, and local conferences including Florida Learn and Serve, the Coalition of Essential Schools, and the National Service-Learning Conference. He is also active in the American Education Finance Association. He serves on the Board of Directors for two Boys and Girls Clubs and volunteers as often as possible.

Marchman received a B.A. in Political Science in 1993, a "PROTEACH" M.Ed. in Social Studies Education in 1994, and an Ed.S. in Educational Leadership in 1998, all from the University of Florida. He plans to complete a Doctorate in Educational Leadership this fall, concentrating on education policy and finance. His teaching interests include the Learn and Serve Program and providing students with the necessary understanding and skills to actively participate in a representative democracy.

P. K. Yonge Student Citizens Take ACTION

A group of 9th grade students at P. K. Yonge Developmental Research School have received the "Gold" award at the Keep Alachua County Beautiful (KACB) "Topping Off the Millennium" Awards Ceremony. Stacy Dyson, Leah Deese, Robert Egberts, Jenny Gottschalch and Marie Sedlacek were selected based on their research and volunteer work on the water quality of Tumblin' Creek which flows through the P. K. Yonge campus.

As part of an ACTIONN! (Active Citizens Taking Initiative On Nature's Needs) project in Brian Marchman's Civics class, the students conducted water quality tests and identified possible sources of contamination. The students also participated in the April 8th KACB Great American Clean-up by removing over 750 lbs. of trash in and around Tumblin' Creek.

The P. K. Yonge student ACTIONN! team was nominated for the award by Gainesville resident Dr. Richard Fry in the "Club and Community Organization" category. Marchman and his students received the first place KACB award at the new University of Florida Hotel & Conference Center on May 19th. A six-foot commemorative black obelisk will be placed in Gainesville's Downtown Plaza along with a walkway of brick pavers featuring the names of the award recipients. A replica of the award has been placed in P. K. Yonge's main office.

The KACB award recognizes the achievements of successful Alachua County individuals, programs, public and private organizations who are taking greater responsibility for enhancing their community environment. Programs and activities which most sustain individual responsibility, positive citizen action, community revitalization, and public/private partnerships for environmental improvement were selected for the KACB "Topping Off the Millennium" Awards.

Collaboration Strengthens Programs

Fran Vandiver

There is much to be gained when K-12 practitioners and higher education faculty work together. It is an opportunity for practice to inform instruction at the college level and for the expertise of college faculty to enhance practice at the school level. This is the reason our university has a developmental research school and this was the motivation that led to the collaborative program now in place between P. K. Yonge and the Department of Counselor Education.

When a guidance counselor position became open at P. K. Yonge for the 2000-01 school year, the options were to fill the position with another guidance counselor or create a new paradigm for the counseling office. We decided to develop a new structure and were eager to work with the college's Department of Counselor Education, one of the top programs in the country. Our faculties had already collaborated on our summer reading program, SAIL, Summer Adventures in Literacy, and we knew that this was the time to further our collaboration. Harry Daniels, professor and department chair, had been an important contributor to the SAIL program both in the organizational phase and in the actual implementation of the program. Our shared beliefs that student success is greatly increased when students' affective needs are acknowledged and when families are involved in relevant ways guided our work. These beliefs helped us design a program that focuses on a K-12 developmental guidance approach and an emphasis on helping faculty develop skills for collaborative problem solving that invites participants to listen to teacher, student, and parent perspectives.

Ellen S. Amatea, professor of Counselor Education, had also worked with our teachers, parents and students in the SAIL program and was interested in continued collaboration to inform her own work as well as see how theory "played out" in a real school setting. Daniels' enthusiastic support for this program and for Amatea's involvement in it, has been instrumental in making the ideas become reality. The skills that Amatea brings to our school have enabled us to look at conferencing differently, and she has provided us with models and materials to make the work easier. Her involvement with the guidance staff in their weekly meetings has brought focus and an "outside" perspective to the daily work of school.

The salary savings gained from Amatea's 30% assignment to P. K. Yonge has enabled Daniels to offer two three-year graduate assistantships. This allows graduate students to develop "on-the-job" skills and experiences while they are immersed in the doctoral program. Nancy Bringman and Rew Woodruff are the first two students to be involved in this program. Bringman's experiences as an elementary school counselor and Woodruff's work as a counselor at the secondary level are a nice fit in our K-12 school. They are an integral part of our counseling staff, and we are fortunate to have them as part of our faculty. We will be exploring ways to integrate their research agendas with the work they are doing at P. K. Yonge. Making significant connections between their doctoral work and their practical experiences in a K-12 setting is a primary goal of our collaboration. This will strengthen their doctoral studies and provide relevant research to P. K. Yonge. Additionally, Amatea's experiences at P. K. Yonge are informing her own work regarding the dynamics of parent, student, and teacher interactions.

This new program has provided us with an opportunity to scrutinize the organization of our K-12 guidance services to accommodate the new staff and to refocus our efforts. David Capaz, our guidance director, along with our counselors, Delphene Jackson and Norma Spurlock, have worked diligently to make this an effective transition. We are encouraged by the positive interactions that are taking place as we develop this cooperative program. We are already benefiting by the staff development opportunities we have had through Amatea's involvement with this program. The P. K. Yonge faculty has the opportunity for small group work with Amatea as they focus on developing new ways to work effectively with parents and students. The graduate students help deliver the developmental guidance program throughout the school and are involved in providing staff development for the faculty.

The positive integration of the K-12 setting as a real laboratory for doctoral work and the collaborative efforts of our faculties to find new ways to effectively involve families in school success is encouraging. This collaborative effort has already enriched our thinking and our actions both at the school and within the Department of Counselor Education. Additionally, we are hopeful that this program will serve as a model for further collaborative work within the collage and throughout the UF campus.

New Administrative Team Leads College of Education

July 1, 2000 brought a new leadership team to the College of Education. Ben F. Nelms, formerly director of the School of Teaching and Learning, accepted the role of interim dean at the beginning of the new fiscal year. Nelms has been a faculty member since 1990 in the field of English education; previously, he was professor of English education at the University of Missouri. He assumed directorship of the School of Teaching and Learning in 1998.

Rodman B. Webb, a faculty member in the Department of Educational Psychology, was appointed associate dean for academic affairs in August 2000. Webb joined the faculty in 1971 and has taught courses in social foundations and qualitative research. The associate dean for academic affairs has primary responsibility for the ongoing operations of the College. He serves as a resource for the faculty, works with department chairs on issues of tenure and promotion, and serves as liaison to select external groups.

M. David Miller, professor in Educational Psychology, was appointed chair of the department in June, 2000. Miller had served as interim chair since 1998. Dorene D. Ross was appointed interim director of the School of Teaching and Learning in July, 2000. Ross has been a faculty member since 1979.

Alumni Board News

Following elections in September, the Alumni Board has welcomed new officers and members. David DeRuzzo was elected president, and he is joined by Kathy Mizereck, the new vice president, and Maria Sorli, the new secretary. The following board members were also elected to three-year positions, which will end in 2003: Jim Brandenburg, Adrienne Garcia, Thomas Hagler, Scott Rose, Sue Street, Diane Thompson and Theresa Vernetson.

The next Board of Directors meeting will be Saturday, December 9 from 10:30 a.m. to 1 p.m.

Seventh Annual Critical Issues in Education Conference

The College of Education Alumni Board of Directors invites all alumni, educators, and students to attend its seventh annual conference, to be held February 2-3, 2001, at the University Hotel and Conference Center. This year's topic is "Improving Literacy Across the Curriculum: The Challenge of Standards-Based Reform." The featured speaker for Friday's workshop session is Dick Allington, professor in the School of Teaching and Learning at the University of Florida's College of Education. Keynote speakers for Saturday's conference are Gerald Duffy of Michigan State University and Susan Ohanian, educator and author. Concurrent sessions topics include fostering fluency in struggling readers, using discussion in literature, and inclusion issues in literacy. One hour of graduate credit can be earned for attending Friday and Saturday, and completing an outside assignment.

Conference registration fees are as follows:

Friday workshop, dinner and breaks	$75.00	
Saturday conference, continental breakfast, lunch, and breaks	$90.00	
Friday and Saturday	$150.00	
Graduate credit tuition	$151.67	In-state
	$530.43	Out-of-state
Hotel room at conference hotel	$107.00	

For more information about the conference and registration, contact Barzella Papa, bpapa@coe.ufl.edu, 392-0726, extension 248. Hotel phone number: (352) 378-0070.

Thank You for Your Donation to the UF Foundation!

Donors, July 1, 1999 – June 30, 2000

Under $100

Judy A. Aanstad
Virginia S. Abadie
Mary L. Abrahamsen
Elizabeth Abrassart-Sasser
Timothy E. Ackley
Janet N. Adams
Randy S. Adams
Susan G. Adams
Jody A. Adkins
Patti B. Ague
Michael J. Aguirre
Mary Katherine Ahern
Thomas R. Alderman
Cheryl C. Alexakis
Barbara B. Allen
Ingrid K. & Richard B. Allred
Malinda L. Allsworth
Kathleen D. Alman
Richard C. Alterman
Domenica J. Altieri
Donald P. Altieri
Sandra S. Alvarez
Jorge R. Amaro
Lorraine R. Amick
Christine M. Andersen
Ann V. Anderson
Cyrus E. Anderson
Sharon A. Anderson
Herman R. Andress
Diane B. Antaya
Katherine K. Antonson
Karen A. Armistead
Margaret L. Arnold
Silvia C. Arvesu
Susan C. Atlas
Pheriba L. Atwater
Adam J. Auerbach
Carolyn B. Austin
Dianne F. Avillion
Julein M. Axelson
Florence A. Babcock-Latta
Harry Bachrach
Judy A. Baker
Shelley C. Baker
Nancy S. Baldwin
Robert L. Bamberg
Albert O. Banks
Rachel P. Banner
Patricia S. Barber
Reverend Robert R. Barber
Susan O. Barclay
Howard E. Barnes (d)
Carol C. Barnett
Eunice T. Baros
Lucille P. Bartelt
Paula M. Bartoli-Izquierdo
Becky W. Bartos
Max L. Bassett
Lynn M. Battels
Elizabeth R. Batten
Judy O. Batterson
Elizabeth C. Baughn
Kathryn F. Baum
Anna J. Baxter
Mrs. Terry B. Baxter
Jane H. Beach
Harry H. Beasley
Joseph C. Beckham
Joan S. Beckman
Barbara Y. Bedingfield
Theresa C. Beebe
Mrs. Frances G. Beers
Stan J. Beiner
William A. Bell
Ramona M. Bellin
Faith L. Benda
Leanne M. Benjamin
Nina L. Bennett
Teresa C. Bennett
Frank M. Berardi
Gian L. Berchielli
Jessica S. Berger
Donald H. Bernard
Lee J. Betts
Bonnie E. Beyer
Janice G. Bird
Glenn E. Bischof
G. William Bissett, Jr.
Joann Black
William D. Black
James W. Blackburn
Nancy C. Blanchard
Ruth V. Blanford
David M. Blasberg
Nancy C. Bleich
Janette E. Blevins
Margaret W. Blitch
Bonnie H. Boatright
Calvin E. Bolin
Suzanne V. Bolser
Christine C. Bond
Michael K. Bookman
Laura A. Booth
Liz K. Bort
Rachel R. Bosma
Virginia L. Boucher
Judith L. Bower
Virginia A. Boyd
Yvonne Boyiazis
Mrs. Jo Ann W. Boyles
Nancy O. Brecht
Charles P. Bretan
Mary B. Brittain
Gregory A. Brochetti
Marjorie P. Broome
Jill F. Browder
Barbara E. Brown
Deborah P. Brown
Diane D. Brown
Heather J. Brown
Jennifer M. Brown
Mary H. Brown
Rebecca D. Brown
Thomas G. Brown
William M. Brown
Mrs. Lynn F. Brueske-Walton
Meaghan A. Brune
Barbara A. Brunelle
Kenneth A. Brunner
Glenn H. Buck
Pamela Roberts Buck
Kathy K. Buckley
Anita L. Buker
Margaret E. Bunzmann
Judith H. Burdan
Gertrude B. Burgan
Irene B. Burgess
William I. Burke
Melanie S. & William M. Burns
Diane E. Bush
Donna L. E. Bushnell
James W. Butscher
Ann B. Butterfield
J. David Byers
Jacquelyn S. Cake
Mario A. Caldevilla
Rebecca K. Califf
William J. Calsam III
Katherine S. Calvert
Russell A. Calvet
Tomi L. Cambron
Nancy E. Camden
Frank D. Campbell
Marian L. Campbell
Mary B. Campbell
Virginia S. Cardona
Vicki H. Carney
Charles S. Carr
Janice M. Carrel
Jane J. Carroll
Joanne D. Carroll
Joyce M. Carroll
Robert G. Carroll
Beth M. Carroll
George A. Carswell
Emilie J. Carter
Sarah R. Carter
Frances W. Case
Linda R. Casey
Clyde W. Cason
Jose M. & Lina Catasus
Susan E. Hatcher Caton
Julia P. Causey
Patricia A. Cauthen
Margaret C. Cauthon
Roger C. Cawley
Sally H. & Thomas Chambers
Laura Chambless
Margaret F. Chandler
Diane R. Chappell
Carla W. Charbonneau
Jeffry L. Charbonnet
Winnifred B. Charella
Nancy D. Christie
Tammy A. Christopher
Richard Churchill, Jr.
Mary A. Clark
Mary H. Clements
Florence A. and Carl W. Cline
Susan E. Clineburg
Janis B. Coakley
Hazel B. Cobb
Jennifer J. Cockrell
Joanna F. Cohen
Sandra J. & Andrew J. Cohen
Leona S. Coleman
William T. Coleman
Kaye Collie
Margaret S. Collier
Eileen J. Comegys
Virgie H. Cone
Susan K. Conklin
Marian M. Conner
James F. Connolly
Patricia D. Conroy
Stephanie T. Considine
Carrie T. Consolino
Joyce A. Conway
Kathy S. Cook
Thomas L. Cook
Christine J. Coons
Denise M. Cooper
Mary E. Coover
Carol J. Copeland
Gayle E. Copp
Mrs. Amee M. Cornett
Marilyn P. Corr
Vivian I. Correa
Katharine M. Coryn
Cosmair, Inc.
Janet H. Costello
Patricia E. Costigan
Merle B. Cottle
Evelyn C. Cotton
Joyce R. Coughlin
Diane L. Coughlin Chalk
Michael A. Courtney
Cynthia M. Couts
David W. Cox
Nancy T. Cox
Andrew W. Coy
Michelle P. Craig
Lt. Col. David D. Crichton, Jr.
Adele W. Crim
Terry G. Cronis
Ellen G. Cross
Virginia P. Crowley
Suzanne B. Crumpton
Bertie A. Curenton
Milton T. Curry
Marie A. Cusmano
Anita B. Dahlke
Carolyn R. D'Ambrosio
Sharon S. Dame
Ellen E. D'Angelo
Mrs. Terrell H. Daniel
Mrs. Tracy S. Dankberg
Taraneh M. Darabi
John D. Davidson (d)
Carol S. Davis
Donn William Davis
Jacqueline D. & Roy L. Davis
Reid H. Davis
Robert E. Deen
Linda G. De La Fuente
Evelyn Lloyd Delaney &
John B. Dela
Olga V. Del Sol
Jayne S. DeMontmollin
Ernestine M. Denmark
Peggy E. Dennard
Joyce W. Dennis
Lorraine B. Dennis
Jorge A. Descamps
Sue S. DeVault
Sherri H. Devine
Elaine J. DeVylder
Allen J. Deweese
Sandra G. Diaz
Margaret L. Di Chiara
Maureen T. Dickenson
Debra S. Dicus
Vickie I. DiGiovanni
Susan Grant Dillon
Michelle M. Dioguardi
Mrs. Tracy R. Disario
Karen A. Dilhosh
Ruth R. Dobkin
Angela J. Doherty
Judy M. Dominguez
Sherylee A. Donchez
Robert J. Donly
Edwin R. Dotson
Loretta J. Dow
Elizabeth Downs
Ruth Ann M. Drummond
Mary W. Dungay
Mary B. & Mark S. Dunn
Terrance J. Dunn
June F. Dunnavant
Virginia C. Dunty
Terrie W. DuRant
Carolyn M. Durbin
Tracey L. Durham
Kathleen M. Durrance
Mrs. Winfield R. Duss
Myrna B. DuVall
Mary S. Dykes
Charles R. Earnest
Ian S. Easton
Dorothy J. Eckhoff
Herbert H. Eckstein
Patricia F. Edgell
Mary R. Eisele
Kathleen M. Elson
Joan M. Elder
Roy Elmo Eldridge
Janet A. Emens
Jeanne Agnes Emmett
Walter J. End
Nancy J. England
Beverly A. English
David E. Enoch
Enron Fdtn.
Susan B. Erwin
Mary T. Esch
Susan B. Espenan
Betty D. Evans
Rosalie J. Evans
Mrs. Kim M. Eversole
Pamela L. Ewoulds
Patricia H. Eyster
Laurie C. Ezzell
Lynne E. Faimalie
Andrea G. Fakiis
William L. Farrell
George R. Farrow
Colin A. Faulds III
Elaine S. Fein
Avis C. Feldman
Robin M. Fellers
Sylvia P. Feltman
George Ann T. Ferguson
Marhetta K. Ferree
Christine D. Ficken
Jeanne D. Filer
Linda S. Fine
Betty T. Fish
Shirley A. Fitzgerald
Laura C. Fitzpatrick
Richard E. Fitzpatrick
Dawn M. Flanegan
Carroll E. Fogal
Michael J. Fogos, Jr.
Robert C. Fore
Celeste Foster
Ina B. Fouts
Clara B. Fowler
Marian N. Fox
Shari C. Fox
Betty B. Francis
Patricia A. Frazier
David L. Freed
Kay L. Freeland
Barbara M. Friedel
William R. Fryar
Lynn Fucarino
Mary Ellen Funderburk
Martha E. Futrell
Wilma J. Galanos
Mrs. William J. Gale
Michael G. Gallant
Thomas V. Gammon
Mary L. Ganikos
Angel F. Garcia
Dolly L. Garcia
Mrs. Lynn F. Garlinkle
Ann J. Garwood
Elizabeth L. Gehring
Arline L. Gerbrands
Randolph Giarraputo
John W. Gilbert
Robert W. Gilbert
Linda D. Gillette
Clara Z. Gillman
Mary A. Gilmer
Sharon B. Gilmore
Rita Kaplan Ginsburg
Sharon M. Ginsburg
Robert A. Glasscock
Elizabeth A. Glenny
Robert E. Glotzbach
Thomas J. Godbold
Willa S. Goldberger
Carol E. Goldman
Toby Goldstein
Elizabeth Goldwire
Kay Westall Gonsoulin
David Gonzalez
Pamela L. Gonzalve
Glenda H. Good
Lori G. Goodale
Joy K. Goodall
Elizabeth B. Goodbread
Virginia L. Goodrum
Helen E. Goodson
M. Denise Gowin
Naida J. Grant
Nancy S. Grant
Christine C. Graves
Elaine C. Green
Fonda M. F. Green
Roy N. Green, Jr.
Mrs. Karin L. Greenan
Linda L. Greenan
Carolyn A. Greene
Diane J. Greenfield
Barbara J. Gregoire
Cynthia C. Griffin
Alice C. Griffing
Priscilla M. Griggs
Candice S. Gross
Mary S. Grube
Suzanne L. Guerin
Susan M. Gustashaw
Glenda E. Guthrie
Paul E. Gutman
Julia F. Guy
Georgia C. Hackney-Smith
Luther N. Hadsock
Richard E. Hager
Donald A. Haight
Nancy M. Haines
Aimee C. Haley
Gayle J. Hall
Marilyn O. Hall
Sally Johns Hamlin
Frank W. Hannon
Robert J. Hans, Jr.
Lisa W. Hanser
Louise C. Hardage
Christopher C. Harden
Cheryl C. Hardy
Ruth F. Hargrave
Patricia B. Hargrove
Cynthia S. Harpel &
James C. Harpel
Dorothy R. Harper
Barbara M. Harris
Karen M. Harris
Marcelous M. Harris
Patricia P. Harris
Ralph N. Harris
Harris Fdtn.
Carol Sue Hart
Janet D. Hartman
Sharon D. Hartman
Lori K. Harvey
Michael A. Harvey
Mrs. Marylen B. Hastings
Julia F. Hatcher
Lisa F. Haverty
James D. Hawkins
Winifred S. Hayek
Cynthia J. Hayes
M. Nelson Hayes
Ann E. Hayley
Deborah M. Haynes
Felix T. Haynes, Jr.
Nadia Maria Haywas
Wandra E. J. Haywood
Shirley Z. Heckert
Royster C. Hedgepeth
Harold H. Hedley III
Timothy A. Heeke
Laurie A. Helgerud
Ann M. Heller
Ginger G. Heller
Adolphus L. Helms, Jr.
Glenda B. Henderson
Lindsay K. Henderson
Arthur I. and Audrey H. Henry
Ellen R. Herman
Marlene H. Herzog
Patricia D. Hetherington
Mrs. Leslie A. Heuser
Jon P. Heymann
Karen H. Hiers
Russel M. Hiett
Lisa A. Higgs
Carol L. Hill
Martha T. Hill
Regina Hill
Linda Marva Hilsenrad
Linda S. Hinkle
Jill C. Hinton
Mrs. Karol W. Hirschberger
Mrs. Clare E. & Carl M. Hite
Allen H. Hockenbery
Celia Hodge
Dahlia P. Hodges
Elaine L. Hodz
Fred W. Hoffman, Jr.
Janet A. Hoffman
Mahvash Hojjati
Priscilla L. Holbrook
Martha P. Holler
John T. Holmes Jr.
Karen O. Holmes
Patricia A. N. Holmes
Honeywell Fdtn.
Mary E. Hool
S. Hopkins
Harold H. Hopper
Martha A. Horter
Sharon M. Houp
Deborah M. Hourigan
Catherine T. Howard
Mrs. Jo Ann S. Howard
Ruth B. Hoyle
Charlee Van Cleve Hoyt
Tsung-Yin Huang
Debra T. Hudson
Jean E. Hudson
Charissa I. Hughen
Patricia B. Hughes
Dorothy J. Hull
Lela R. Huisebus
Harry W. Hulsey, Jr.
Lincoln B. Hunt, Jr.
Janice K. Hunter
Sarah C. Hurst
Marianne V. Hussey
Charles E. Hybl
Karen W. Hyman
Frederick S. Indenbaum
Hugh B. Ingram
Lawrence G. Insel
Beth R. Jaben
Deborah L. Jackson
Robert E. Jackson
Susie Evans Jackson
Joanne S. Jacobson
Michele M. Jaffee
Linda M. Jantschek
Margaret Jarrell-Cole
Meghan M. Jefferson
Rebecca J. Jefferson
Sandra H. Jemison
Shirley D. Jenks
Susan B. Jennings
Douglas E. Jepson
Sue E. Jester
Deidre L. Joffe
Dorothy J. Johns
Mrs. Anastasia Johnson
Judith E. Johnson
Margaret J. Johnson
Mary A. Johnson
Mary E. Johnson
Nedra K. Johnson
Scott P. Johnson
Zellener S. Johnson
Shelley D. Johnston
Carol Michelle Jones
Hazel A. Jones
Helene Y. Jones
James H. Jones
Jeanne H. Jones
John C. Jones
Ruth T. & Roland L. Jones
Sarah U. Jones
Betty B. Joos
Robert Louis Jordan
Ruth E. Joselson
Jennifer L. Joseph
Gloria R. Julius
Ellen Kaden
Katherine D. Kanes
Karen H. Kasper
David Kaufman
Dana L. Kaye
Joan F. Kaywell
Virginia A. Keeney
Marguerite B. Keller
Edmund A. Kellerman
Joel L. Kelley
Deborah S. Kelly
Evelyn J. Kelly
Kevin J. Keltz
Janet P. Kemerait
Suzann K. Kenis
Lillian C. Kennedy
Helen H. Ketchum
Yvette H. Key
Kathryn C. Kinsley
Henrietta N. Kirkland
Cindy L. Kirley
Janine L. M. Kish
Kathleen B. Kish
Duane P. Kisshauer
John M. Kistler
Marie L. N. Kitsberg
Susan W. Klauk
Karl T. Klein
Nicole M. Klein
Thelma L. Knight
Kenneth C. Kochey
Lori A. Korinek
Mrs. Kristanne B. Korsch
Albert P. Kozal
Sherry E. Kragler
Sally S. Kramer
Arthur E. Krelt
Rona M. Kritzer
Lisa M. Krupnicki
Stephanie D. Kuhring
Lois F. Kurzeja
Mary A. Kutner
Patricia S. LaBrot
Phillip L. Lamb
Pamela M. Lambert
Victoria Z. Lampe
Kerry L. Landauer
James E. Lane
Jennifer A. Lange
Janet L. Langford
Patricia L. Langley
Eve E. Lantz
Claire K. LaPointe
Patricia W. Largo
Elizabeth Spiher Larson
Sally A. Larson
Denise O. Lassetter
Carol C. Laughlin
Barbara A. Lawrence
Mrs. Alaro T. & Sobomabo D. Lawson
Elnor E. Leahy
Eugene O. Lee
Elaine G. Leeds
Maria C. LeFave
Mark Allen Leffler
James A. Leggett
Mary A. Leinaar
Joan S. LeMosy
Linda L. Lenk
Maria E. Leon-Rodriguez
Susan Leonardi
David H. Letts
Alan L. Leveton
Timothy M. Lewis
Anne M. Lindelow
Caryn M. Linden
Mrs. Frances M. Lindner
Elizabeth K. Lippincott
Diana Q. Lista
Sharon R. Little
Ilia M. Lively
Carolyn H. Livingston
Kathleen J. Lockert
John H. Lockwood
Judith B. Long
Darla B. Lovett
Susan L. Lowe-Walters
Elaine K. Lowitz
Sandra L. Lowther
Christina R. Lucas
Rebecca A. Lucas
Susan J. Luce
Susan S. Luck
Patricia A. Lumpkin
Eugene I. Luna
Helen W. Lundy
Stanley Y. Lynch
Donna M. Lynn
Paul R. Lyons
Patricia S. MacDonell
Mrs. Lynndel Forn Mack
Mary Mack
Jane & Richard Maggette
Kenneth K. Magnant
Tonya Maine
Janet H. Mainey
Fran W. Major
Charlotte Malone
Kay A. Maloy
Darlene S. Maltese
Anne M. Manalo
Sanford D. Mangold
Nancy F. Mangum
Elaine K. Mann
Nancy R. Mansfield
Vilma G. Manteiga
Deborah S. Manuel
Monte M. Marchant
Julie G. Marchio
Lori J. B. Marks
Sharyn E. Marks
Sharon L. Marmitt
Lei R. Marshall
Mrs. Zonise &
James T. Marshall
Kristina M. Martell
Gay H. Martin
Karen W. Martin
Rebecca T. Martin
Charles A. Martorana
Deloris M. Massey
Ann B. Masters
Linda G. Mates
J. David Mathews
Anthony M. Mattingly
Mrs. Machelle H. Maxwell
Deborah A. Mazzeo
Elizabeth A. McAllister
Betty B. McAshan
Charles M. McAulay, Jr.
Margot T. McBath
Martha C. McBride
Nancy J. McClung
Carl S. McCoy
Mrs. Lauranne C. McCraw
Lynne C. McDow
Mrs. Lynn B. McDowell
Marianne McDowell
Gail L. McEvoy
Susan M. McGee
Linda K. McGeehan
Mary E. McGlenn
Edward McGonigal, Jr.
Kristin S. McKenna
Evelyn E. McKelty
Michael H. McKiernan
Camilla G. McKinney
Vanette B. McKinney
Martha J. McLean
James McLeskey
Donna M. McManus-Genskow
Michael E. McMillan
Barbara C. McNeal
Gerri P. McPherson
Mary Beth M. Meadows
Sallie S. Meffert
Maripat D. Meide
Stella Meissner
Warren L. Meissner, Jr.
Catherine A. Metin
Thomas R. Melcher
Rebecca T. Mellen
Sarah L. Mendonca
Mrs. Ray R. Mercer
Clyde C. Messinger
John A. Metts
Barbara D. Metz
Lucy T. Metz
Christa K. Metzger
Guy H. Metzger
Eugene H. Meyer
Susan M. Meyer
Mrs. Vana C. Meyers
Sherri L. Mickel
Walter M. Mielnicki
Diana M. Miller
Karen L. Miller
Martha J. Miller
Mary E. Miller
Susan G. Miller
Susan K. Miller
Eric R. Mills, Jr. (d)
Janice A. Mills
Bessie R. Minor
Susan C. Minter
Elizabeth C. Miscally
Kelly M. Misener
Patsy C. Mixon
Thomas G. Mobley
Susan P. Mock
Janice W. Mogensen

BEST COPY AVAILABLE

Thank You for Your Donation to the UF Foundation!

Donors, July 1, 1999 – June 30, 2000

Kelly B. Mole
Charlotte S. Moore
Patricia H. Moreau
Karen L. Morey
A. Esther Morgan
Mark W. Morgan
Sandra H. Morgan
Jennifer M. Morton
Sandra C. Morton
William L. Moses
Diana W. Mosley
Edna L. Mount
John R. Mountz
Ruth Mull
Emma M. Mullis
Donna A. Mumma
Dolores D. Munyer
Mrs. Bimini L. Murfin
Janet S. Murnan
Anita R. Murphy
Kathleen M. Murphy
Rosemary P. Murphy
Celia G. Myres
Mrs. Sabita D. Nandy
Susan C. Nathan
Patrick J. Nealis
Carole R. Neely
Jamie A. Newlin
Judith R. Newlin
Rosemary Hodoba Nicholson
Martha H. Nier
April A. Nobles
Amy M. Noegel
Marilyn Noon
Dorothy E. Nord
Nelle B. Norman
Mrs. JoAnne F. Norwood
Miriam G. Nowak
Sandra G. Oak
Anne B. Oertel
Barbara J. Oglesby
Norma K. Olsen
Sue K. Olsen
Penny E. Olson
Goldie A. Orosz
Carol M. & Gerald Phillip Orso
Barbara A. Osguthorpe
Sherry A. O'Shea
Marietta L. O'Shields
Bonnie M. Ott
Ellen M. C. Otwell
Cheryl Ozols
Elaine S. Padilla
Richard C. Page
Joyce M. Palmer
William R. Palmer
Marilyn C. Palumbo
Camille D. Park
Cynthia B. Park
Ilona B. Parker
Renee W. Parkinson
Sally B. Parks-Boudreau
Kim A. Parolise
Dalia Y. Patterson
Richard K. Peach
Elinor M. Pearson
Karen A. Pearson
Pearson Education
Mark J. Peddle III
Carolyn H. Peet
Stacy M. Perlman
Beverly H. Permenter
Adrienne M. Perry
Carolyn L. Perry
Daniel W. Peyton
Margaret B. Phares
Martha R. Pierce
Karen L. Pike
Margaret & Charles H. Pippitt
Virginia K. Pitchford
Pitney Bowes
Donna E. Pitts
Fred Pitts
Paul H. Pitts
Mrs. RoseLynn Plotkin
Teri S. Plumridge
John M. Poidevant
Myron H. Pollack
Mrs. Jamie L. Poole
Janet F. Post
L. Iona Poston
Mrs. Lynn E. Potter
Lucinda M. Poudrier Aaronson
Negetha G. Powers
Faye K. Predny

Beckie R. Preston
Ellen J. Price
Robert L. & Evelyn H. Pringle
William B. Pritchett
Paige C. Pullen
Rosa B. Rabell
Katherine T. Radcliffe
Linda K. Ragsdale
Paul T. Rainone
Kathleen C. Raleigh
Susan P. Ramirez
Marguerite J. Ramsey
Denver M. Raney
Shirley J. Rarden
Angela Ratliff
Michelle E. Ratliff
Ralph R. Read
Angela J. Reagan
Joseph M. Rebhun
Barbara A. Redding
Kathleen K. Redfern
Christine C. Reeb
Andy Reed
Janet B. Reed
Albert L. Reese, Jr.
Ann H. Register
Susan L. Reitmeyer
Thomas R. Renckly
Robert J. Rennie
Janet A. Renuart
Jeanne B. Repetto
Karla M. H. Reynolds
Jessica J. Rhea
Joseph A. Rhoden
Anne C. Richards
Esther Richardson
Sharon A. Richie Cook
Susan M. Riggle
Rose E. Riley
Nancy P. Robbins
Ronnie E. Robbins
Mrs. Theda B. Robbins
Anita B. Robinson
Christine M. & Amos Robinson
Ann F. Robitaille
Cynthia Hixson-Robles
Gladys E. Rodriguez
Cynthia S. Roehm
Beth K. Rogers
Mary D. Rogers
Kristine W. Rohan
Linda K. Romine
Esther J. Rosenberg
Margaret A. Rosenberger
Jennifer M. Rosenblatt
Kristi J. Rosende
Susan H. Rosin
Kenneth S. Ross
Nancy W. Ross
David M. & Elizabeth A. Rotenberger
Virginia H. Rothwell
Joy L. Maxwell Row
Caren N. Rowe
Linda P. Rowe
Lynne E. Roy
Nelda E. Furey Roy
Richard W. Rubin
Mrs. Lynn K. Rudolph
Julia L. Rudy
Mary F. Ruff
Mrs. Frances A. Ruhe
Mary Russ
Judy M. Rutz
Diane L. Ryndak
E. John Saare
Claire C. Saari
Susan D. Sackett
Jeannine M. Sadlo
Saint Petersburg Junior College
Linda Salzler
Michelle F. Sammartino
Sandra M. Sanders
Jennifer Santaniello
Tamra A. Santos
Richard D. Saporita
Gail O. Sauer
Jon M. Saulson
Emily T. Savarese
Joanne E. Saxton
Ronald L. Scharnweber
Susan S. Schilling
Gloria G. Schlemmer
Alan G. & Lorna A. Schlossman
Waltraud T. M. Schmid

Alicia M. Schmidt
Randy E. Schnell
Marlene G. Schnur
Eugene W. Schoch
Shelley A. Schoen
Julian S. Schratman
Sherrie M. Schuler
Winona C. Schulte
Ann B. Schulz
Janice L. Schulz
Randy W. Schwartz
Rhea L. Z. Schwartzberg
Sarah Scott
Karen Ann Sealander
Maeve E. Searles
Francis M. Seay
Brenda G. Sedberry
Jennifer N. Sell
Stephen E. Senger
John Y. Sessums
Susan Seufert
Billie Sue Shaw
Linda K. Shear
Robert E. Shepack
Kathryn A. Sheppard
Stanley A. Sherry, Jr.
Anne L. & Nick Shilaiz
Marianne L. Shinn
Robert E. Shirar
Judith D. Short
Mary L. Short
Patricia A. Shub
Kathleen M. Shue
Roberta L. Sibulkin
Bonnie J. Silverman
Wendy S. Simpson
G. Alan Sims
Paul T. Sindelar
Kristina L. Skalski Merrill
Jill B. Slack, Ph.D.
Mava D. Slemp
Deborah L. Smart
Elizabeth G. Smith
Jane N. Smith
Karen S. Smith
Martha S. Smith
Mary Beth Smith
Mary L. Smith
Peter S. Smith
Virginia E. Smith
William C. Smith
William E. Smith
Robert M. Smithers, Jr.
Jan G. Smithey
Charles O. Smout
Alice J. Snyder
Deann M. Snyder
Madelyn K. Soles
Reta L. Sollenberger
Sherry R. Sommers
Gayle E. Sorensen
Carey T. Southall
Mary L. & H. I. Southwick
Joanna L. Sozio
Lucinda M. Sparkman
Patricia E. Spears
Deborah Spencer
Lisa C. Sperry
Nancy G. Splane
David A. Spruill
Linda A. Spurny
Evelyn L. Stark
Catherine C. St. Clair
Judy S. Steedly
Sarah K. Steelnack
Barbara H. Stephenson
Ann M. Still
Rosa L. Stirling
Arthur W. Stirrat
Lisa J. Stoddard
Anne D. Stokes
Garth E. Story, Jr.
Mrs. Leslie M. Stott
Stephen W. Stottlemyer
Suzanne Hall Stout
William W. Streeter
Edna T. Stringer
Richard E. Strongin
William H. Stuart
Woodrow B. Sugg
Barbara C. Sullivan
Jeanie P. Sullivan
Mrs. Jan E. Summers
Diane W. Suter
Sherry A. Svoboda

Robert O. Tyner
United Technologies Corp.
Joyce S. Ulzman
Sandra P. Vandercook
Donald S. Van Fleet
Sharon M. Van Horn
Gisela M. Van Ness
Edna F. Van Poppel
Joyce Rodriguez Vargas
Ann C. Vassiliou
Kenneth F. Vennett
Evelyn C. Vickers
Mrs. Terry J. Vihlen
Laura M. Vlahakis
Charles M. Vogel
Patricia M. Volpicella
Stephen H. Voss
Andrea N. Wade
Tamara N. Wadhams
Mildred W. Wainer
Mary Mildred Walden
Jane M. Walker
Kindra M. Walker
Ralph H. Walker
Judith L. Waller
Mary K. Walsh
Kimberlee J. Walters
Dena L. & Dan E Ware
Marilyn S. Warner
Sue K. Warshal
Charlene M. Washburn
Kimberly K. Waters
Diane Lynn Watson
Kathleen A. Watson
Ruth M. Watters
Thomas L. Weaver
Pamela S. Webb
Clara A. Webster
Isabel D. Wechsler
Lisa A. Wehner
William J. Weikel
Jodi L. Weinstein
Julie S. Weiss
Mrs. Jan M. Wells
Shih-Sung Wen
David J. Wesley
Barbara A. Wesseling
Martha M. Wesson
Mrs. Davida H. West
Ellen M. West
Wendy L. Weter
Barbara H. Wheeler
Alice G. Whitaker
Deborah F. White
Linda M. White
Pamela A. White
Peggy M. White
Brenda M. Whitehead
Patricia C. Whitehurst
Earl Wynn Whitlock
Lynda C. Whitlock
Nancy E. Whitman
Martha O. Wielgorecki
Ellen H. Wilder
Beverly J. Wilkinson
Brenda G. Williams
Jacqueline A. Williams
Nancy L. Williams
Patricia R. Williams
Paul P. Williams
Rhonda R. Williams
Greta S. Williamson
Holly F. Wilson
Kathy D. Wilson
Lucille B. Wilson
Steven B. Wilson
Rev. Amos E. Wimberley
Barbara B. Winfield
Miriam L. Winton
Pamela L. Wishart
Clarence E. Witt, Jr.
Frank W. Wolf
Harvey & Sheila L. Wolfson
Judy L. Wong
Mrs. M. Gaye Wood
Monica L. Wood
Ella H. Woodbury
Ruth E. Woodham
Melissa J. G. Woodrum
Mary G. Woolen
Jessica S. Wright
Angelique K. Xenick
Susan K. Yarbrough
W. C. Yarbrough
Katherine W. Yates

Cynthia G. Yevich
Rebecca G. Yonge
Johnestine S. Young Daigeau
Susan E. Zant
Sharon S. Zebley
Steven Ross Zerger
Elizabeth Zifter
Daryl L. Zimmerman
Pamela B. Zimmerman
Barbara F. Zucker
Lynn M. Zuniga

$100 - $499

Jeanine H. Abruzzi
Judy N. Ackley
Perry R. Adams
G. Heck Adkins
Mary Fudge Akerlind
Michael P. Alawine
Kennelyn D. Alexander
Veronica W. Alexander
Braulio Alonso
Rose M. Ammons
Michael J. Andersen
Ann Anderson
Susan C. Anderson
Thomas M. Anderson
Mary L. Andrew
Ronald P. Anselmo
Thomas Arcuri
Dianna K. Ares
Billy C. Ashmore
Robert H. Atkins, Jr.
Rev. Clayton R. Badgett, Jr.
Carla M. Baer
William H. Bajorat
Sally L. Baldwin
Dennis N. Banks
Corinne R. Barco (d)
Michael D. & Patricia J. Barnett
John W. Baron
Michele H. Baron
Jeane G. Bartlett
George M. Barton
Richard B. Bateman
Mary Ellen Bates
Sandra H. Bates
Nancy F. Bauerlein
Ruth E. Baxter
Patricia P. Bazemore
Patricia M. Beamish
John R. Beattie, Jr.
Nancy G. Bebb
Edgar H. Bedenbaugh, Jr.
Nancy O. Bedford
Patricia K. Bell
BellSouth Corp.
Mrs. Jean T. Bennett
Tammy C. Berard
Bethlehem A.M.E. Church
Linda L. Bigelow
Colonel Edgar W. Biggers, Jr.
Rozanne L. Black
Dorothy J. Blackmon
Bishop B. Blackwell
William O. Blackwood
Jane W. Blalock
Janet L. Blanchette
Eileen K. Blau
Catherine Bloebaum
Carol L. Bobby
Kendra S. Boggess
Bernard C. Boggio
Richard Carl Boothby
Lisa A. Botkin
Betsy J. Botts
Billie J. &Frank P. Boutwell
Mark S. Bowers
Charles H. Braswell
Douglas J. Braxton
Linda B. Brim
David H. Britton
Michele A. Brock
Norris T. Brooks
Stephen L. Brotherton
Joan E. Brouder
Barbara D. Brown
Beverly B. Brown
Kathryn W. Brown
Amy L. Bryant
Ezekiel W. & Chris W. Bryant
Marjorie G. Brydger
Linda A. Budd

Susan & Robert F. Cosmai
Janet S. Craig
Linda M. & Timothy E. Crocker
Hugh S. Crosson, Jr.
Ann R. Crowell
Carroll F. Cumbee, Jr.
Eleanor H. Cunningham
William E. Dailey
DaimlerChrysler Corp. Fund
M. Harry Daniels
Mary H. Daniels
Mary White & James Darby
Ann P. Daunic
Alice C. & T. J. Davis
Carolyn B. Davis
James N. Davis
Jim Davis
Mary J. Davis
Susan S. Davis
Carol C. Delehanty
Delta Air Lines Fdtn.
Donna C. Demauro
Catherine A. de Paoli
David DeRuzzo
Carole A. DeSoto
Frederick F. & Christine H. Dietric
Sandra F. Dixon
William L. Dixon
Kelly L. Dolan
Elizabeth M. Donaldson
James F. Donato, Jr.
James L. and Janet K. Doud
Christine K. Douglas
Erskine R. Douglas
James F. Doyle
Rosemary H. DuRocher
Cathy J. Durrett-Filusch
Mary S. & Wayne T. Edwards
Patricia G. Egbert
Sara Carr Eggleston
James M. Eikeland
Dina L. Elder
Betty-June H. Eldridge
Lee P. Eldridge
Linda B. Eldridge
Eli Lilly & Co., Fdtn.
Anna M. Elliott
Patricia I. Elzie
Deborah B. Eriksen
Sarah L. Ethereidge & Thomas G. Ethe
Lesli A. Evans
Ruby Evans
Jane C. Fairall
Wanda C. Fee
Nicholas S. Ferreira
Brenda S. Fetrow
Victor B. Ficker
Verna M. Fields
Kevin J. Flanagan
Michael B. Flanagan
Mrs. Aurie B. Flowers
Barbara S. Folsom
Linda B. Fosburg
Robert E. Fowler
Cynthia J. Franklin
Julia K. Frederick
Jno S. Frink
James E. Galf
Joan R. Games
Dorothy C. Gamble
William D. Gardner
Cheryl Burns Geer
John R. Geiger
Cash Donations- General
Calvin M. George
Ethel H. & Richard D. George
Mrs. Leslie B. Gerlach
Geraldine S. Getzen &
Sam P. Getzen
Helen L. Gilbart
Steven J. & Ann C. Gilbert
Robert L. Gilder
Amy K. Gilliard
Anthony W. Gless
John V. Godbold
Charles W. Godwin
Susan G. Goffman
Barbara F. Goldberg
Ann L. Goldwyn
C. Thomas Gooding
Howard E. Googe, Jr.
James A. Gorske
Katherine K. Gratto

Martha S. Gray
Constance R. Green
Rev. David W. Green, Sr.
Priscilla Greenfield-Manning
Elaine A. Greenwood
Margaret E. Griffin
Amarene T. Griffith
Harry B. Griffith
Beverly M. Grissom
Raymond N. Gross
GTE Fdtn.
Janice L. Guinyard
Thomas E. Hagler
David C. Halek
Charles H. & Mildred Miller Hamblen
John V. Hamby
Elizabeth A. Hammond
Gregory E. Hannie
Eric N. Hansen
Carolyn S. Hanson
George G. Hardin
Pamela Spence Harrington
Joseph L. Harris
Susan S. Harris
Diane M. Harrison
Jane F. Hart
Evelyn F. Hatfield
Katherine A. Hayes
Alexander E. Hazelton
Ora Jean W. Henry
Karen B. Hexton
Teresa O. Hickenlooper
Mrs. Marion I. Hill
Lois P. Hilleary
Robert M. & Jeannette K. Hines
Rev. Robert B. Hobgood
Frank D. Hobson
David G. Holt
Frederick J. Holzer, Jr.
Martha C. Hooks
Arthur M. Horne
Thomas W. Householder
Molly L. Howe
Bennett J. Hudson
Patricia B. Humphries
Patricia A. Hurtt
Ann Z. Hutcheson
Christine A. Hutchinson
IBM Corp.
IMC Global Operations, Inc.
Peter W. M. Jablonski
Hal P. Jackson
Michael R. & Evelyn J. Jackson
Wayne R. Jacobs
John G. Joca
Brenda P. Johns
Rev. Oscar Johnson, Jr. & Willie Pe
Richard P. Johnson
Sandra C. Johnson
Annette B. Jones
Catherine S. Jones
John A. Jones
Leigh P. Jones
Marilyn K. Jones
Nancy L. Jones
Stephanie Cohen Joseph
Michael E. Justiss
Jeanne M. Kail
Robert J. Kamper
The Honorable Cecil B. Keene
Nancy V. Kemper
Dawn D. Kenney
Eleanor L. Kientz
Sara King
Mrs. R. E. Kingsbury
Alan F. Kirby
Robert F. Klockow
Stephanie M. Kondy
Stacy L. Krachman
Mary C. Kreimer
Kim A. Kuntzleman
Nancy L. Lambe
Reverend Franklyn S. Lambert
Mary W. Lamy
Victoria S. Lang
Debra J. Langlois
Alyce H. Lanier
Jane M. LaRoque
John W. Larson
Kathleen A. Leander
Patricia A. Levy
Cheryl D. Lewis
Michael B. Leyden
Maureen M. Leydon

22

Thank You for Your Donation to the UF Foundation!

Donors, July 1, 1999 – June 30, 2000

James R. Swanson, Sr.
Christine S. Swartz
Nekita M. Sweat
Lora C. Sykora
James T. Talbert, Jr.
Sally O. Talcott
Melanie M. Talkington
Rosemarie K. Tallman
Wayne H. Tappan
Mary B. Tarantino
Nancy H. Tatum
Karen M. Taugher
Elizabeth A. Taylor
Jayne C. Taylor
Ruth F. Taylor
Sonya Taylor
Kay P. Taylor
Jodie Telg
Kristine L. Terry
Barbara Eve Thieman
Carol G. Thigpin
Elaine C. Thomas
Buffy D. Thompson
Joanne R. Thompson
Jon D. Thompson
Catharine H. Thornhill
Edwin M. Thorpe
Debra C. Tietze
Ethel F. Tobias
Thomas S. Tocco
Linda M. Toland
Doris M. Tolson
Fran M. Tomaselli
Amy J. Tompkins
Phyllis O. Townsend
Sarah F. Toy
Constance S. Tracey
Michelle P. Tripp
Thaddeus Trotsky
Kimberly F. Tumbleson
Barbara L. Turbidy
Rosemarie K. Turk
Amber V. Turner
Susan D. Turner
Olivia A. Turowski
Pauline T. Twyman
Jesse P. Tyndall

Barbara A. Mandheim
Debra L. Miller
Jill D. Miller
Rose D. Miller
Kathryn K. Mizereck
Connie S. Moat
Margaret T. Monahan
Peggy R. Moreno
Dorian D. Mork
Richard C. Murgo
Lana K. Myers
Kathy H. Myrick
Robert D. and Linda S. Myrick
Gwyn F. Nanus
Charles A. & Minta H. Napier
Nationwide Insurance Fdtn.
Helen L. Navas
Joyce L. Neilson
Norman F. Nelson
Mary B. Nesmith
Pamela A. Neumann
William G. Neville
Leedell W. Neyland
Mrs. Marion F. Nichols
Doris P. Nicholson
Joan M. Nimms
Annie B. Norman
Edwin J. & Patricia A. Norris
Michael Y. &
Barbara B. Nunnery
Susan B. Oglesby
Maria F. Ojanguren
Christine H. Okon
Dean W. Owen, Jr.
Lynda B. Owens
Kathy A. Palanko
O.J. Paris
James Parker, Jr.
Jane M. Parrish
Thomas H. Parry
Carolyn B. Parsons
Kathleen A. Partin
Ruth M. Peacock-Liles
Mrs. Marge B. Pennington
Lois B. Perkins
David S. Perrin
Aubrey M. Perry

Avis F. Peters Killing
Roy W. Philemon, Jr.
Phillips Petroleum Fdtn., Inc.
Patricia Turney Phinney
Louise N. Pitts
Pittston Co.
Dorothy W. Poole
Robert C. Poor, Sr. &
Jacqueline C.
Kathleen June Powell
Marcia L. Price
Barbara B. Proctor
Nancy S. Pullum
Kathryn B. Quinn
Cynthia F. Rabkin
Marjorie N. Ragosta
Virgil L. Ramage
Jack G. Rankin
Donna L. Rayner
Mrs. Dale M. & Francis R.
Rechtorov
Constance J. Reed
George A. Reed
G. Aliette Register
Vicki S. Register-Freeman
Eva Lee Reynolds
Margaret S. Rhoades
Caryn S. Rich
Shirley A. Ritchey
John A. Robbins, Jr.
Ann E. Roberts
Arthur D. Roberts
Louise E. Roberts
Randall P. Roberts
Laura W. Rode
Ariela C. Rodriguez
Luther R. Rogers
Colonel William B. Rogers
Polly A. Rorbeck
Ira Rosenberg
Delores K. Rowley
Kenneth Rozier
Carl E. Rude III
Nancy S. Ruiz
Tom & Margaret H. Runnels
Sylvia W. Rutledge
Tanya P. Sanchez-Vila

Gary M. Sanders
Lindsay A. Sanders
Melvin L. Sanderson
Peter & Katheryn M. Sarantos
Mrs. Suzana A. J. &
Steven A. Sarge
Joan Susan K. Sayyah
Judith Schapiro
Stuart E. Schwartz
Harold B. Scott, Jr.
William M. and Brenda F. Selph
John H. Settlage
Morton S. Shanberg
William E. & Dana L. Shannon
Marilyn M. Shapiro
Renee Y. Sheldon
Peter A. D. Sherrard
Jeanette C. Sherrington
Kathleen A. Shiffrin
Nancy A. Shlatz
Joseph B. Shirah
Vicki V. Shumann
Ava Lynn Shuster
Louise W. Sigman
Carmelo J. Sigona
Mrs. Netty W. Silber
Roberta L. Simpson
Wynne C. Simpson
Carol M. and David W. Sinclair
Andrea Alpert-Singer
Carole N. Sinoff
Faye A. A. Sisk
John A. Sleasman
Hazel B. Smart
Dexter A. Smith &
Bonita J. Young
Grant S. Smith
Katherine B. Smith
Kevin S. Smith
Sharon M. Spector
Mrs. M. Shuri Speed
Joan E. Sprigle-Adair
Sharon G. & William T. Sprott
Linda J. Stalvey
Richard E. Sterling
Laura S. Stewart
Blanche M. Stokley

Dorothy A. Stripling
Donald F. Summers
David E. Sutherland II
Ellen F. Swain
Beverly P. Talbert
William D. Talbert
Kezhen L. Tang
Jean E. Tanous
Mary K. Taylor
Barbara A. Terembes
Dan L. Terhune
Percy L. Thomas
Eleanor W. Thompson
Laura J. Thompson
Sandra Thurlow
Frederick P. Tiball
George D. Tomyn
Helen Lowe Torbert
Adrienne Toscano
Michael T. Tracy
Transamerica Fdtn.
Jane A. Trawick
Frederick H. Tresher III
Glenn G. Tucker
Natalie D. Turpin
John G. Tyler
Dolores F. Utley
David M. Utvich
Marcus L. Valenti
Cynthia L. Vanderlaan
Theresa B. Vernetson
William E. Vihlen, Jr.
Linda S. Vivian
Cynthia S. Wagner
John H. Wagner
Karen K. Waksman
Ion S. Walker
Shirley A. Walker
Margaret S. Wallace
George A. Walter
Joy Elizabeth Anslow Ward
Ellen G. Watson
L. Alison Weaver
Roger W. Webb
Nancy S. Weber
Marilynn M. Weedon
Linda D. Weinstein

H. Thomas Welch
Sherry H. Welch
Gary L. Weld
George D. West
Buford B. Whitaker
Mrs. JoAnn M. White
Jo G. Wilkerson
Avis T. Wilkinson
Gary S. Wilkinson
Susan S. Wilkinson
David L. Williams, Jr.
Donald E. Williams
Mack Williams
Alberta K. Wilson
Nancy E. Wilson
Richard W. Winesett
Sandra C. Winston
Edward O. and Willa J. Wolcott
William J. Woodham, Jr.
Susan M. Woodman
Evelyn P. Woodward
Ann M. Wright
Cordelia L. Wright
Alice B. Wyatt
Larry L. Zenke
Donna M. Ziedses Des Plantes

$500 - $999

AT&T Fdtn.
David W. Barnard
BP Amoco Fdtn., Inc.
Mildred W. Brice
Willard A. & Anne W. Brown
Martha P. Cox
Charles R. Dassance
Datatel, Inc.
Vernon H. and Lon F. Floyd
Douglas S. Forth
GE Fund
Mrs. Lispbeth E. Gets
Janet K. Glock
Vivian R. C. Guarnera
Martha H. Halcrow
Kathryn P. Harris
Christopher D. Houha
Hyundai Motor America
Carol L. Kain

Edward L. &
Mrs. Frances A. Kane
Barbara J. Keener
Marlene J. Kovaly
Anita J. Menzen
Merrill Lynch & Co. Fdtn., Inc.
Arthur L. Moore
Esther F. Negrin
Ben F. Nelms
Germaine J. Phillip
Chilton E. Pitts, Jr.
Joan F. Ptachik
Elizabeth C. Riker
Target Stores
Genevieve Walker
Watkins-Johnson Co.
Lindsay E. Watson
William H. Watson

$1,000 or more

Juliette D. Bolser
Hernan & Laura Castro
Joseph P. Ellis
Adrienne M. Garcia
Columbia Gator Club
Herman E. Harms
Maxwell C. & Doris W. King
The Hon. William F. Leonard
Herman W. Packard
Prudential Fdtn.
Royal American Construction Co.
J. Quinton Rumph
C. Frederick Sheavly
State Farm Cos. Fdtn.
Warren R. Thompson
Daria Dee Turlington
Charitable Fdtn.
The Vesper Fdtn.
Bessie H. Watkins
Jim R. White
Young Adults Asserting
Themselves, Inc.

P. K. Yonge Hosts 2001 NALS Conference

P. K. Yonge will host the 2001 National Association of Laboratory Schools Annual Conference, February 13-17.

The focus of the conference is on collaborative relationships, and sessions will include poster and roundtable presentations as well as traditional paper presentations.

For more information, contact Wes Corbett at 352-392-1554 or wes.corbett@pky.edu.

Free Apples for Edugators

Since 1984 it has been a College of Education tradition to give each of its graduates a lapel pin. The pin, shaped like an apple and embossed with a blue and orange UF, has become very popular with our graduates.

We are offering these pins at no charge to our alumni who graduated before this tradition began. To date, we have sent out over 2500 pins.

To receive your free College of Education apple lapel pin, simply write us. Send your request to: Apples, Dean's Office, College of Education, University of Florida, PO Box 117040, Gainesville, FL 32611-7040.

BEST COPY AVAILABLE

FACULTY *NEWS*

New Faculty Appointments

Mary Ann Clark, Assistant Professor, Counselor Education

Mary Ann Clark received her Ph.D. in counselor education, specializing in school counseling, at the University of Florida in 1998. She earned her M.Ed. in guidance and counseling at the University of North Carolina at Chapel Hill, and her B.A. in psychology from Wake Forest University. She is a National Certified Counselor.

Clark was an assistant professor in the Department of Educational Leadership and Counseling at Old Dominion University in Norfolk, Virginia from August 1998 to July 2000. She taught school counseling and internship courses, and was involved in a number of initiatives with the Norfolk public schools. Her research interests include working with preservice teachers and counselors in professional development schools and examining social learning as a variable in influencing classroom climate. Prior school-based experiences include school counseling, being a high school assistant principal, and working as coordinator of pupil services.

Lamont Flowers, Assistant Professor, Educational Leadership, Policy, and Foundations

Lamont Flowers attended the University of Iowa, where he received his M.A. in social studies education in1998, and his Ph.D. in higher education in 2000. Flowers also has a B.A. in accounting from Virginia Commonwealth University, where he graduated magna cum laude. He was a visiting assistant professor at Indiana University in summer 2000 and was the manager of the Afro-American Cultural Center at the University of Iowa from 1998 - 2000. Prior to completing his doctorate, Flowers taught secondary social studies in the Iowa public schools.

For his doctoral dissertation, Flowers studied cognitive effects of college and differences between African American and Caucasian students. His other research has focused on African American college students' learning for self-understanding, and higher education curriculum. Flowers has made presentations at the Association for the Study of Higher Education conference, the National Conference on Student Retention, and Holmes Partnership Conference, and has publications in *Educational Research Quarterly*, *The Journal of College Student Development*, and *The Professional Educator.*

Holly B. Lane, Assistant Professor, Special Education

Holly Lane completed her undergraduate and graduate studies in special education at the University of Florida. A member of the advisory board of FDLRS-Springs, she has also served as a professor-in-residence at Williams Elementary School. While teaching courses related to reading acquisition and reading disabilities, Lane, who trains students to be reading tutors in public schools, works with Gainesville Reads, the university's answer to the America Reads Challenge.

Lane has been the supervisor of a work adjustment program for adults with developmental disabilities, a resident adviser in a community-based group living facility, an educational assessment specialist, and a tutor/consultant for students with learning disabilities at the elementary through postsecondary levels. Her current research interests include the prevention of reading problems through appropriate early instruction, the issues facing college students with learning disabilities and the role of field experience in teacher education.

Tracy Linderholm, Assistant Professor, Educational Psychology

Tracy Linderholm graduated from the University of Minnesota at Minneapolis with a Ph.D. in educational psychology in the summer of 2000. She also holds an M.A. in psychology from California State University in Sacramento and a B.S. in journalism from the University of Kansas.

Before appointment at the University of Florida, Tracy was a fellow at the National Institute of Mental Health, University of Minnesota Center for Cognitive Sciences. Her research interests include the cognitive processes underlying reading comprehension, the effect of purpose on reading strategies, text structure and reader inference, and the relation of reading skill differences to working memory capacity. Linderholm has made presentations at the Annual Meeting of the Psychonomics Society, the Annual Meeting for the Society for Text and Discourse, and Annual Meeting of the American Educational Research Association.

Randall Penfield, Assistant Professor, Educational Psychology

Randall Penfield received his Ph.D. in educational statistics and measurement from the University of Toronto in 2000. He also holds a B.S. from the University of Toronto and an M.A. from York University. Before coming to the University of Florida, Penfield was a senior statistician and psychometrician at the Education Quality and Accountabilty Office in Toronto, and a statistician at both the Datahost Research Group and the Center for the Advancement of Measurement, Evaluation, Research, and Assessment at the University of Toronto.

Penfield has made presentations at the Annual Meeting of the Canadian Society for the Study of Education, the Annual Meeting of the Northeastern Educational Research Association, and the Annual Meeting of the Society for Neuroscience. He currently has a book in press, Assessing Differential Item Functioning Across Multiple Groups: A Comparison of Three Mantel-Haenszel Procedures.

Rose M. Pringle, Assistant Professor, School of Teaching and Learning

Rose Pringle received her Ph.D. in science education from Florida State University. Pringle's research interests include working with in-service and pre-service teachers in reframing assessment from only a value judgment to a tool for continuous improvement. She is also a reviewer of the *Electronic Journal of Science Education* (EJSE).

FACULTY NEWS

Diane Y. Silva, Assistant Professor, School of Teaching and Learning

Diane Yendol Silva is a 1999 graduate of The Pennsylvania State University's College of Education. Prior to returning to doctoral studies, Silva taught elementary school for 13 years in a variety of urban, saburban, and rural contexts, grades pre-k through 6. Throughout her tenure in the public schools, Silva focused on elementary social studies curriculum writing efforts and presented at many state and national social studies meetings.

Her doctoral work focused on teacher professional growth in the areas of supervision, staff development, teacher leadership, mentoring, teacher research, and creating schools as learning organizations. Her dissertation entitled "Mentor Teachers' Ways of Being and Knowing in a Professional Development School" examined the ways mentors construct their work with interns and grow professionally within a professional development school. She is also the primary investigator for the Baltimore City Public Schools Mentoring Evaluation which is an intensive three year effort to recruit and retain new teachers in Baltimore City.

Sevan Terzian, Assistant Professor, Educational Leadership, Policy and Foundations

Sevan G. Terzian received his B.A. cum laude in history at Cornell University in 1991. He then earned an M.A. in history at Indiana University in 1993. In December 2000, he will receive the Ph.D. degree in history of education and American studies from Indiana University. His dissertation is titled, "The Emergence of a Comprehensive High School: Ithaca High School in Ithaca, New York, 1874-1941."

Professor Terzian's scholarly interests include the history of schools and popular culture, and the nature and history of intellectual communities. He is a member of the History of Education Society.

Campbell Winner of American Association of Community Colleges' National Leadership Award

Dale F. Campbell, professor in Educational Leadership, Policy, and Foundations and director of the Institute of Higher Education at the University of Florida, is the winner of this year's American Association of Community Colleges' National Leadership Award. Representing the leadership of over 1200 colleges, the AACC honored Campbell at the opening session of its annual convention in Washington, D.C. The award is given to persons who demonstrate a long-term and significant contribution to community colleges.

Howard-Hamilton Receives S. Earl Thompson Award

Mary Howard-Hamilton, associate professor in Educational Leadership, Policy, and Foundations, received the S. Earl Thompson Award from the Association for College and University Housing Officers - International at their meeting in Pittsburg on July 8, 2000. This award was in recognition of her contributions to the field of student affairs, particularly housing.

New Publications

Art Sandeen, professor in Educational Leadership, Policy, and Foundations, is the author of a recently published book entitled *Improving Leadership in Student Affairs Administration: A Case Approach.* The book provides 18 cases on very diverse issues that are intended to provide learning opportunities for those who aspire to become student affairs leaders. The book was published by Charles C. Thomas, Publisher, Ltd.

Ruth Lowery, assistant professor in the School of Teaching and Learning, has just published *Immigrants in Children's Literature.* The book reviews the way immigrants are represented in 19 children's literature books that were used in one school district in a social studies/language arts unit on immigration.

In Memoriam

David Lane

David Lane, a retired professor of counseling and educational psychology, died following complications from heart surgery in September. He was 82. Lane received his bachelor's degree in English from the University of Maryland. He later earned a master's degree in guidance and a doctorate in counseling psychology from Columbia University. During World War II, he also served in the U.S. Army Air Force. Before coming to the University of Florida in 1954, Lane worked as an instructor at Columbia University and an assistant professor at Clark University in Massachusetts. His work was included in publications like *The Vocational Guidance Quarterly* and *The Education Digest.*

Lane left UF in 1975 and began working in a private practice, which he retired from in 1994. Lane's wife, Esther Porter Lane, preceded him in death. He is survived by his daughters, Jennifer Alice Lane of Gainesville, and Susan Porter Lane of Blacksburg, Virginia; Susan Lane's husband, Dilip K. Shome; a sister, Barbara Lane of New York; and one granddaughter, Shonali Shome, of Arlington, Virginia.

BEST COPY AVAILABLE

Dissertations Completed in the College of Education
Fall, Summer, and Spring 1999-2000

Student	Dissertation Title	Department	Chair
Virginia Abernathy	*A Descriptive Case Study of a Florida School District's Human Resource Management Development Plan: Preparing New Principals Program*	Educational Leadership, Policy, and Foundations	James Doud
Narendra Anopchand	*The Impact of Expressive Writing on Prospective Teachers' Sense of Efficacy, Stress, Burnout, and Satisfaction with Teaching*	Educational Psychology	Patricia Ashton
Preetha Bhat	*Phonological Awareness Instruction for Middle School Students with Reading Problems*	Special Education	Paul T. Sindelar
Judith Hornyak Bilsky	*Student Satisfaction among Select Demographic Groups at a Florida Community College*	Educational Leadership, Policy, and Foundations	Dale F. Campbell
Barbara Bush	*Factors that Support or Impede Full Institutionalization of the Middle School Concept*	Educational Leadership, Policy, and Foundations	Phillip M. Clark
Tina Calderone	*Incident Rates of Sexual Harassment of Female Instructional Staff Members in the Florida Community College System*	Educational Leadership, Policy, and Foundations	Philip Clark
Anna-Marie Cote	*Leadership Orientation Frames of Florida Elementary Principals in Relationship to School Context and Principal Characteristics*	Educational Leadership, Policy, and Foundations	James Doud
Steven Davis	*White Preservice Teachers' Dilemmas in Mentoring African American Children and Youth*	School of Teaching and Learning	Elizabeth Bondy
Sara-Maria Deese-Becht	*Modeling the Effects of Multicontextual Physics Instruction on Learner Expectations and Understanding of Force and Motion Systems*	School of Teaching and Learning	Roy Bolduc
Nancy Demopoulos-Roberts	*Teachers' and Principals' Perceptions of Principal Influence on Teacher Learning*	Educational Leadership, Policy, and Foundations	James Doud
Tashawna Kay Duncan	*Preservice Teachers' Beliefs about Developmentally Appropriate Practices and Behavioral Techniques and Practices in Early Childhood Teacher Preparation Programs*	Educational Psychology	John Kranzler
Lisa Eaton	*Effectiveness of TransCen Developed Workshops: School/Business Partnerships*	Special Education	Stewart Schwartz
Brenda Fettrow	*An Assessment of the Condition of Instructional Facilities in Florida's Community Colleges*	Educational Leadership, Policy, and Foundations	David Honeyman
Sean Alan Forbes	*Acculturation, Family Characteristics, Gender and Identity Development of African American, Hispanic, and Caucasian Adolescents*	Educational Psychology	Patricia Ashton
Emily Goldstein	*The Validity of the Slosson Intelligence Test-Revised with Children Referred for Psychoeducational Assessment*	Educational Psychology	John Kranzler
Tiffany Hamilton	*Effects of Transition-grade Placement on Young Children's Perceived Academic Competence*	Educational Psychology	John Kranzler
Theresa Harrison	*Educational Due Process and the Adjudicated Youth: A Legal Analysis of School District Policy, Procedures, and Practices in Florida*	Educational Leadership, Policy, and Foundations	R. Craig Wood
Elizabeth Hodge	*A Study of the Implementation of State Policies Related to Distance Education*	Educational Leadership, Policy, and Foundations	David Honeyman
Diana Kay Joyce	*Temperament-Based Learning Styles of Children with Conduct Disorder and Oppositional Defiant Disorder*	Educational Psychology	Thomas Oakland
Tanice Y. Knopp	*The Role of Beliefs in Effecting Change in Classroom Practices: A Case Study of Four Teachers of Students with Serious Emotional Disturbance*	Special Education	Stephen W. Smith
Dawn M. Kutza	*The Role of Prior Beliefs, Refutational Text, Intrinsic and Extrinsic Goals, and Extrinsic Reward Structure in the Conceptual Change of Preservice Teachers*	Educational Psychology	Gordon Greenwood
Sarah Martin	*The Influence of Outdoor School Year Experiences on Elementary Students' Environmental Knowledge, Attitudes, Behaviors and Comfort Levels*	School of Teaching and Learning	Linda Cronin-Jones
Janet McNellis	*Pregnancy and Paradigms: Possibilities for Empowerment*	Educational Psychology	Rodman Webb
Paige Cullen Pullen	*The Effects of Alphabetic Word Work with Manipulative Letters on the Reading Acquisition of Struggling First-Grade Students*	Special Education	Cecil D. Mercer

Student	Dissertation Title	Department	Chair
Rose Raska	*An Examination of the History of Immigration and Education Legislation, Emphasizing Plyler v. Doe and California's Proposition 187 with Education Policy Implications for Undocumented Immigrant Students in the State of Florida*	Educational Leadership, Policy, and Foundations	David Honeyman
Mary Duram Sarver	*A Study of the Relationship between Personal and Environmental Factors Bearing on Self-Determination and the Academic Success of University Students with Learning Disabilities*	Special Education	Vivian Correa
Jason Brian Storch	*The Relationship between Neutralization Theory and Academic Dishonesty: A Comparison of Athletes and Non-Athletes*	Educational Leadership, Policy, and Foundations	Phillip A. Clark
Matthew Wanzenberg	*The Fiscal Paradox of the Individuals with Disabilities Education Act (PL 101-476): A Federal Policy Analysis*	Educational Leadership, Policy, and Foundations	R. Craig Wood
James Watson	*The Impact of Attending a College Orientation Class Upon Retention, Persistence, and Time to Degree Completion of First-time Community College Students*	Counselor Education	Gerardo Gonzalez
Sharon Betty Whigham	*Performance Funding Indicators at Two-year Postsecondary Institutions: Developing a Value-added Model for Equitable Funding*	Educational Leadership, Policy, and Foundations	David Honeyman
Veronica White	*Racial Identity Development among Black Students at an Historically Black and Predominantly White University of Florida*	Educational Leadership, Policy, and Foundations	Mary Howard Hamilton
David Whittinghill	*Identification of the Initial Curriculum Components for the Preparation of Graduate-Level Substance Abuse Counselors*	Counselor Education	Larry C. Loesch
Hon Keung Yuen	*The Impact of Multiple Imputations on the Estimation of Coefficient Alpha*	Educational Psychology	M. David Miller
Stan Zabetakis	*The Relationship Between Organizational Culture and Job Satisfaction for Community College Chief Business Officers*	Educational Leadership, Policy, and Foundations	David Honeyman

College of Education
Forms Opportunity Alliance Partnerships

MARY ARCHITZEL

Lessons from the College of Education are not limited to Norman Hall. In fact, thanks to Opportunity Alliance, a statewide initiative pairing universities with selected public schools, the college's influence spans from Jacksonville to Miami.

This spring marks the end of the first year of a partnership between UF and Miami Senior High School and Jacksonville's Raines Senior and Ribault Senior High Schools. It is a university-wide effort spearheaded by the college that continues to produce innovative responses to today's educational issues.

"It offers us an opportunity to learn about issues of urban school settings," said Mickie Miller, the UF liaison for the partner schools.

There are more than 30 such partnerships around the state. These are mutually beneficial relationships where university students can serve as interns and faculty can conduct research while the public schools reap the benefits of on-site training and special programs.

"One of the benefits of the partnership will be strengthening our teacher-education program," Miller said.

Opportunity Alliance partners engage in reflection about teaching.

Last summer, 19 UF faculty and administrators from the college, P. K. Yonge Developmental Research School and Academic Affairs participated in the Summer Leadership Institute. More than 30 teachers and administrators from UF's three partner schools traveled to Gainesville to participate in programs dealing with everything from teachers as counselors to using technology in the classroom. Plans for next year's institute are already being made.

EDUGATOR *NEWS*

...keeping up-to-date with Alumni....Let us know what you are doing.....

1948

Charles H. Hamblen, Jr., MAE '48, selected for the basketball "Team of the Century" at Carson-Newman College, is professor emeritus of political science at DeKalb College.

1960

Ora Jean (Wiggins) Henry, MEd '60, retired in 1994 from the Pine View School for the Gifted after 24 years. On June 20, 2000, a donation of $1,000 was made by the JCPenney Golden Rule Awards in Henry's name to the Education Foundation for her exemplary volunteer service with the Edge of Excellence Classroom Grants program and to the community of Sarasota County, Florida. Henry was also awarded the Good Heart Award in April of this year.

1961

Virginia A. (Rhoads) Rothstein, BAE '61, taught elementary level students at Sunland Training Center in Gainesville (1961-1962) and in the Salt Lake City public school system. She earned her MS '80 in special education from the University of Utah and taught self-contained learning disabled and communication disordered elementary and junior high students. Rothstein earned a gifted and talented certification and currently teaches an accelerated fifth grade class in a public magnet school.

1970

Harris Green, EdS '70, EdD '71, retired from teaching a few years ago to operate his Leisure Learning Company. Recently Green created an educational service for the mountain resort where he lives with his wife entitled Expanded Horizons, a program offering short courses ranging from "sacred geometry" to the "intangibles" of golf. More information is available on the following web page: bigcanoe.com/ehorizons.

Robert J. "Bob" Stahl, MEd '70, EdD '75, serving as a "Special Scholar" for the U.S. Department of State, was the keynote speaker in Singapore at the first International Social Studies Conference held in Southeast Asia. He conducted seminars at the National Institute of Education in Singapore before conducting seminars or lectures for faculty and students at the Hong Kong Institute of Education and consulted with members of the Ministry of Education on instructional and curriculum reform. In January 2000 the Chulalongkorn Education Review in Bangkok published his article on cooperative learning. Stahl also traveled to Geneva, Switzerland and Oxford, England in August of 2000 to work with faculty members there on several joint research and authorship projects.

1971

Madeline G. (Shwake) Siegel, BAE '71, teaches at Norland Elementary in Miami, Florida.

Judy (Pofahl) Skinner, MEd '71, is executive director and resident choreographer of DANCE ALIVE!, a professional ballet company based in Gainesville, Florida that serves as Florida's State Touring Company. Skinner is also the owner of Pofahl Studios, a forty-six-year-old Gainesville dance studio. She was recently awarded her third Florida Individual Fellowship in Choreography from the State of Florida. One of her works that resulted in the award, Incertezza, was performed in Sophia, Bulgaria in June of 2000. On June 27, 2000, Skinner was also awarded the 2000 Nancy Smith Award by the Florida Dance Association "for an individual who has consistently demonstrated outstanding leadership and excellence in dance in Florida."

1974

Thomas V. Gammon, BAE '74, is a teacher of 9th grade leadership development and law studies and department chairperson at Miami Springs Senior High School as well as a member of the Florida League of Teachers. Formerly receiving the 1990 Milken National Educator Award and the 1997 Miami-Dade County Teacher of the Year award, Gammon was selected in June 2000 to meet with President Clinton during the White House Strategy Session on Educating Hispanic Students.

Annella L. (Buckmaster) Martin, BAE '74, is assistant principal at Sunray Elementary School (opening in the Fall of 2000) in Holiday, Florida.

1975

Samuel L. Wright, BA '74, MEd '75, a founding member of the Zeta Phi Chapter of Kappa Alpha Pi Fraternity, Inc., is the director of Multicultural Admissions at the University of South Florida in Tampa, Florida and also the Minister of Music at the Temple Terrace Community Church. Wright is the father of two children: Samuel Lamar, Jr., age 10, and Samaria Elizabeth, age 8. Email at USF: slwright@admin.usf.edu. Email at home: res03fgu@gte.net

1976

Deborah L. Green, BAE '76, is a full-time RN with Acton Medical Associates in Massachusetts and also a single adoptive parent of a boy, Matthew, in 1997.

1978

Linda Gail Hendrick, MAE '78, has now retired due to disability suffered as a result of an attack by a student.

Roberta "Robin" (Ellingham) Seavey, BAE '78, MEd '80, in her 24th year of teaching, is a Reading Specialist in the Fairfax County Public Schools (Virginia) and the mother of two.

1980

Donald J. D. "Jay" Mulkerne, PhD '80, joined Coastal Neurological Institute's Physical Medicine Division in Mobile, Alabama as Director of Behavioral Medicine. A son, "Jack," was born on July 18th of this year. Currently, Mulkerne is working on a novel.

Christina M. (Garwood) Vogler, BAE '80, is a school community specialist at Benito Middle School and a five star school coordinator for the Hillsborough County Schools, Tampa, Florida. Vogler was named 1999 PTA President of the Year for Hillsborough County and also New Tampa Citizen of the Year.

1986

Jeffrey R. Welsh, BAE '86, teaches 4th grade at Antioch Elementary School in Florida. Welsh obtained an MEd this year in educational leadership and was named Florida District Teacher of the Year 2000-2001.

1988

Laurie Gottry Young, MEd '88, was the recipient this year of the Award of Excellence in Classroom Teaching given by the Education Foundation of Indian River County, Florida. A cash award was given as well as a matching cash award to her school, Fellsmere Elementary.

1989

Carolyn E. Poole, PhD '89, Director of Library Services at Chipola Junior College in Marianna, Florida, was elected to the Executive Committee of the College Center for Library Automation (CCLA), a two-year advisory role reporting to the Florida State Board of Community Colleges on statewide progress of automating library systems. Poole was also selected to serve on the Delivery Council for the Florida Distance Learning Library Initiative (DLLI), representing the resource sharing interests of all Panhandle public and academic libraries that participate in a statewide document delivery courier system.

1991

Karol L. (Brockhouse) McGinn, EdS '91, is a psychotherapist in private practice at Pathways Counseling Center in Spring Hill, Florida.

1992

Tammy J. (Beauchamp) Cohen, BA '92, is a teacher at Westside Elementary in Palm Bay, Fla.

Kimberly A. Sheffield, BAE '92, is a registered nurse at Hand Surgery Associates in Denver, Colorado.

BEST COPY AVAILABLE

EDUGATOR *NEWS*

...keeping up-to-date with Alumni...Let us know what you are doing...

1993

Glenn Buck, EdD '93, an associate professor of education and human development at Lynchburg College (Virginia), has been appointed the Elizabeth M. Forsyth Professor in Education and Human Development, an endowed professorship which became effective in July of this year. The professorship supports the involvement of a college faculty member with Elizabeth's Early Learning Center of which Mrs. Forsyth was a founder. Buck is also the 1999 recipient of the Elsie E. Bock Faculty Citizenship Award for campus and community service subsequent to joining the Lynchburg College faculty in 1993.

1995

Crosby, Matthew J., MEd '95, is a technology program trainer for the Bill & Melinda Gates Foundation. Crosby works for the "U. S. Library Program" within the "Libraries and Public Access to Information" initiative, a department that trains librarians and system administrators how to use and sustain the public access computer systems that the foundation grants to them.

1996

Barbara V. (Vanderhoek) Pepper, PhD '96, currently works as a guidance counselor in Florida.

1997

Erin A. (Kennedy) Fredd, BA '97, MEd '98, teaches first grade at Moody Elementary in Bradenton, Florida.

1999

Kristina Kelly, BA '99, MEd '00, teaches second grade at Golden Terrace Elementary in Naples, Florida and is currently planning her own wedding for November 18, 2000, while also coordinating two other weddings.

2001

Michelle Norman, MEd '01, was named Outstanding Sophomore by Inroads, an organization that sponsors internships for college students. Norman is a student in the Unified Early Childhood Proteach program.

Athena West, MEd '01, received a Gates Millennium Scholarship for academic year 2000-2001. West is a student in the Elementary ProTeach program.

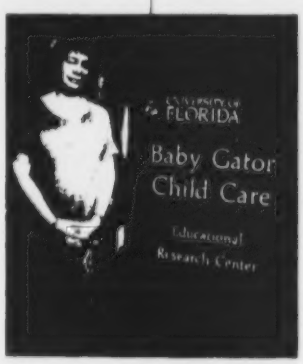
Correction:

Bonnie S. Kramer, MEd 69, has edited several publications for GIE Publishing, but she has not written for the company, as previously noted in the Spring, 2000 issue. Her husband, Richard (PhD, Entomology) writes for GIE Publishing.

BABY GATOR

Gains Continued Accreditation

Baby Gator Educational Research Center for Child Development at the University of Florida was recently granted continued accreditation by the National Association for the Education of Young Children (NAEYC). This is the third time that Baby Gator has been accredited. Included in this accreditation is the Infant and Toddler Center. "I think this is quite an achievement for a program that has been open for less than a year. The Commission commended us on nine out of ten areas of consideration," said Ruth Elswood, Baby Gator director. This prestigious recognition has been achieved by approximately 7% of early childhood programs nationwide - some 7,448 programs as of June 2000, service 684,103 children. NAEYC accreditation is a rigorous, voluntary process by which early childhood programs demonstrate that they meet national standards of excellence. Child care centers, preschools, kindergartens, and before and after school programs are eligible to seek NAEYC accreditation. Approximately 15,000 programs are engaged in seeking accreditation. Programs seeking accreditation undergo an intensive self-study, collecting information from parents, teachers, administrators, and classroom observations. They receive an on-site visit, conducted by early childhood professionals especially trained by NAEYC, to validate their self-study results. All of this information is independently reviewed by a team of national experts who grant or defer accreditation. When awarded, accreditation is valid for three years. "The heart of NAEYC accreditation focuses on the child's experience," said Elswood. The process carefully considers all aspects of a program including health and safety, staffing, staff qualifications, and physical environment. The greatest emphasis is on the children's relationships with the staff and how the program helps each child grow and learn intellectually, physically, socially, and emotionally. NAEYC accreditation began in 1985, with the first program accredited in 1986. NAEYC is the nation's oldest and largest organization of early childhood professionals dedicated to improvement of quality early childhood education. NAEYC established accreditation in response to the growing number of American children spending large amounts of time in group settings away from home, and the uneven and often inadequate consumer protection afforded by state licensing of child care facilities. Baby Gator is a Center in the College of Education and is located on the campus of the University of Florida.



Ruth Elswood at Baby Gator.

BEST COPY AVAILABLE

Professors-in-Residence: Renewing the Connections

Mary Architzel

Hundreds of colorful handprints dance across the front hall of Lawton Chiles Elementary School. Chiles, which first opened its doors last year, seems similar to schools across the nation; yet something is different there-something new and exciting.

Standing by a bulletin board covered in faculty pictures, Lee Mullally has something to do with that excitement. Mullally, an associate professor in the School of Teaching and Learning at the University of Florida, is also a professor-in-residence at Chiles. His position there is part of an initiative started two years ago to link the theories taught in UF classrooms to practical applications found only in elementary school classrooms.

"What we're doing is spending the majority of our time actually in the school," Mullally explained.

Holly Lane helps a kindergartener at Williams Elementary with a class project. Lane spent much of last year working to increase literacy at Williams.

The goals of the Professor-in-Residence program are specific. By placing themselves in an area school one day a week, the professors hope to bridge the gap between the university and school community. Elementary education undergraduate and graduate students, local school personnel and students and the professors themselves are benefiting from the program, Mullally said.

Four college faculty members are working as professors in residence this year. They are in schools where their expertise is needed most, which allows them to focus on topics they enjoy teaching.

For Mullally, his focus remains decidedly upon graduate students. At Chiles, Mullally coordinates a site-based master's program that gives students the chance to attend graduate-level classes while working full time in an elementary school as an intern. Initiated last year with 12 graduate students, the program extended this year to include Joseph Williams Elementary and six beginning interns. The project has generated a favorable response and its effect has been far-reaching, Mullally said.

"We're able to recruit people to the College of Education," he said. "The impact here [at Chiles] is that we've got students learning the newest techniques and then coming out here and actually employing them."

Holly Lane, a professor-in-residence last spring at Williams and an assistant professor in the Department of Special Education at UF, agrees that the benefits of the program are multifaceted.

"It's really a two-way street," Lane commented. "The more time I spend in schools, the more grounded I stay, which makes me more credible with my [UF] students."

At Williams, Lane's main focus was increasing literacy among primary-grade students. Williams already had a school-wide program to increase literacy, but Lane's presence helped reinforce those efforts. Among her proudest achievements was the placement of 30 to 45 tutors at Williams.

"It was really nice to have one location where I could place a lot of students," Lane said.

Lane also helped prepare school programs, including a parent "make and leave," which gave parents a chance to make decorations for their children's classrooms. That program brought in about 60 parents on a weekday night. Successes like that convince Lane of the program's bright future, she said.

Lee Mullally discusses different ways to present a social studies lesson with Rachel Hohman, a graduate teaching intern. Hohman works at Chiles Elementary with Aimee Pricher, a third grade teacher.

John Gregory holds up a clock as Natalie Turner, a student at Prairie View Elementary, eagerly volunteers the answer. Gregory specializes in teaching mathematics, but he has taught a variety of subjects while working as a professor-in-residence.

"It would be nice if every school could have someone to work with," she commented. "It creates a lot of goodwill between the university and local schools."

Ruth Lowery, a professor-in-residence at the Caring and Sharing Learning Center Inc. and an assistant professor in the School of Teaching and Learning, also said she saw a strong future for such programs. The beginning of the fall semester marked Lowery's first experience with the Professors-in-Residence program.

"We are heading toward that involvement of university-public school," she explained. "I think as the semester expands, my role will expand."

Lowery's specialty is children's literature and she especially works with multicultural characters and themes. Her time at the school allows her to introduce her graduate students to the experience of reading to children and the practical application of things like reader-response theory.

"They're having a wonderful time," she said. "You find yourself going extra days."

For John Gregory, a professor in the School of Teaching and Learning, his Wednesdays at Prairie View Elementary offer a refreshing change of pace. He keeps a pocket-sized card filled with teachers' daily schedules so that he can approach them with ideas or questions when they are not busy. Offering advice is most easily done in informal settings, and such opportunities abound at Prairie View, he explained.

"I really love...teaching the kids and their teachers, and I've done both," he said. "I love to do inservice with the elementary level so this was a godsend to me."

Gregory specializes in teaching mathematics, a topic that, in his opinion, many teachers are "not excited about." His time at Prairie View, however, has allowed him to teach special education and at least one class in every level from kindergarten to fifth grade. He also coordinates after-school workshops for teachers.

"It works out really, really nicely," he said.

Gregory will travel to Albuquerque, N.M. in January to present the program to the Fifth Annual Holmes Partnership Conference. Elizabeth Bondy, an associate professor in the School of Teaching and Learning, also will be among the delegation going to New Mexico.

Bondy is a professor-in-residence at Charles Duval Elementary where her primary concern is working with the school's leadership team to identify both problems and solutions. Bondy has helped implement and run programs like Learning for All, a year-long staff development effort for Duval teachers. She also works with after-school tutoring sessions that match UF elementary education majors with struggling students.

"I link the school to resources that can help them address some of the problems they have," she explained. Bondy's relationship with Duval spans about four years. During that time, she has carefully integrated her work at the university with her time at Duval. One of the most successful examples of this effort was a classroom management class at UF that she co-taught with Donna Bergen, a first-grade teacher at Duval, last semester. Bergen had more than twenty-five years of classroom experience, and Bondy felt this was an invaluable asset to her students.

"There's 'college knowledge' and then there's real, school-based practical knowledge," she said. "We're really making a contribution to the field."

Elizabeth Bondy receives a golden apple in recognition of her Teacher of the Year award from former Dean Rod McDavis in 1996. Bondy also received the award in 1991 and 2000. Bondy's work with Duval Elementary spans about four years.

Left-to-right, First row: *Barbara Entwistle, Idel McLaughlin, Judith Deterle, A. Fuad Khan, Jon Steele, Kris Williams.* ***Second row:*** *Al Tweedy, Alison Adderly-Pittman, Barbara Glowaski, Susan Dooley, Sonia Nieves, Sharon Jefferson.* ***Third row:*** *Bettye Parham, Mark Billiris, Bonnie Clark, Lee Barrow, Jacqueline Rodgers.* ***Fourth row:*** *Jim Wattenbarder, Marilyn Hixon, Rosemarie Long, Flossie Jackson, Laurie Hurner, Lori LaCivita.* ***Fifth row:*** *Joel Harris, Lee Thomas, Paul Hutchin, Charles Carroll, John Holdnak, Tom Bush.*
Missing: *Mary Bendickson and Cindy Cameron.*

Academic Leadership Program Begins Third Year

The Academic Leadership Program (ALP III) continues its tradition of success this year with 30 new participants. The program is an orientation for department chairs or people in similar leadership roles in one of Florida's 28 community colleges. The course, taught by James L. Wattenbarger, covers diverse topics ranging from Florida history to workforce development. It was developed in response to requests made by presidents of community colleges in Florida. Wattenbarger said the program continues to set a high standard for the development of academic leadership. "Not much has changed," he said, "except for the people."

KEEPING IN TOUCH

Drop us a line ~

Please keep us up to date about your work, your achievements, change of address and what you're doing and we will share it with other alumni through the **Education*Times***.

Name _____
Last First M.I. (maiden)

Last name while at UF _____

Major _____ ***Degree/Year*** _____ ***Phone*** _____

Address _____

City/State/Zip _____

E-Mail _____ ☐ ***check here if address change***

Current Position (title/company, business address - or enclose business card) and other news

_____

Special awards, recognitions, projects:

_____

While we pursue the "It's Performance That Counts" campaign's ambitious goal, let us not forget that the annual fund to which our alumni make regular contributions continues to meet ongoing needs of the College. We thank you for the gifts you make every year to the College and encourage you to continue your support.

Enclosed is my gift of $_____ for _____ or for the College's general fund.

Make check payable to the University of Florida Foundation.

Edugator News deadline for Spring issue is March 1, 2001. Mail to: College of Education, **Education*Times***, University of Florida, PO Box 117044, Gainesville, FL 32611-7044 or **FAX** to (352) 392-6930 or **EMAIL** to mbennett@coe.ufl.edu.

BEST COPY AVAILABLE

UNIVERSITY OF FLORIDA
COLLEGE OF EDUCATION
150 NORMAN HALL
GAINESVILLE, FL 32611-7044

OFFICE OF PROFESSIONAL DEVELOPMENT AND *COMMUNICATIONS*

Non-Profit Org
U.S. Postage
PAID
GAINESVILLE, FL
Permit No. 94

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").